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Three Systems of Initial Teacher Training Czech, Norwegian and Spanish Teachers of English

Comparative Study

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Prague, 25 April, 2005

I hereby confirm that I wrote this diploma thesis on my own and that I listed all the used materials in the bibliography.

Prague, 25 April 2005

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Abstract

In the time of unification of tertiary education in Europe, there are still significant differences between countries in the initial teacher training. This paper draws attention to the situation in initial training of English teachers in three countries: Czech Republic, Norway and Spain. The objective of this thesis is to analyse and compare the curricular organization and the content of English studies at three university institutions in the three countries. The empirical part of the study is complemented by a presentation of results of a research carried out at these institutions. The paper is concluded by a few proposals and some suggestions on what each system of teacher training could adopt from the other two are made.

Anotace

V době, kdy v Evropě dochází ke sjednocování terciálního vzdělávání, existují stále zásadní rozdíly v pregraduální přípravě učitelů. Tato diplomová práce se zaměřuje na situaci ve vzdělávání učitelů angličtiny ve třech zemích: České republice, Norsku a Španělsku. Cílem práce je analyzovat a porovnat studijní plány učitelství angličtiny na třech univerzitních institucích ve třech zemích. Empirická část studie je doplněna o výsledky výzkumu provedeného na těchto institucích. Práci uzavírá několik návrhů a idejí, čím by každý systém vzdělávání učitelů mohl obohatit systémy ostatní.

Keywords: initial teacher training, teachers of English, course, syllabus, faculty of education, philosophical faculty, secondary school, Czech Republic, Norway, Spain

The following abbreviations are used in the text

CAP	<i>Certificado de Aptitud Pedagógica</i> , Certificate of Pedagogical Specialization
CCP	<i>Curso de Cualificación Pedagógica</i> , Certificate of Pedagogical Specialization
CAE	Certificate in Advanced English
ECTS	European Credit Transfer and Accumulation System
EGB	<i>Educación General Básica</i> , General Basic Education
ESO	<i>Educación Secundaria Obligatoria</i> , Obligatory Secondary Education
ICE	<i>Institutos de Ciencias de Educación</i> , Institutes of Educational Sciences
ICT	Information and Communication Technology
LGE	<i>Ley General de Educación</i> , General Act on Education
LOGSE	<i>Ley Orgánica General del Sistema Educativo</i> , Organic Act on the General Organization of the Education System
LOCE	<i>Ley Orgánica de la Calidad de Educación</i> , Organic Act on Quality of Education
PPU	<i>Praktisk-pedagogisk utdanning</i> , Practical Pedagogical Education
TED	<i>Título de Especialización Didáctica</i> , Certificate of Pedagogical Specialization
TEFL	Teaching English as a Foreign Language
TP	Teaching practice

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2 Introduction

Teacher training in various European countries has been going through a number of changes in the last decade. Many European countries, including Norway and Spain, introduced qualitative or quantitative reforms concerning initial teacher training. There are many differences in the way the teachers of English or teachers in general are trained but the three systems of teacher training have also much in common. I had an opportunity to spend one semester in each of the two countries in the academic year 2002/2003 and 2003/2004 respectively. In both countries, I was involved as a student into the English programmes at the university level. In the case of Spain, I was enrolled as a Socrates-Erasmus student into the studies of English Language and Literature at the Philosophical Faculty of the University of Alcalá de Henares. In Norway, I got a unique opportunity to participate in the lectures and seminars of the English programme at the Faculty of Education of the Østfold University College.

Even though I found some information concerning the offered programmes on the web pages of the respective universities, at the beginning of each of my study stays, I found it difficult to orient myself in the different systems of teacher training. When I came to Spain and later on to Norway, I knew a bit about the organization of the study programmes but I did not have the least idea about how things worked in practice. I think students deciding on spending a period of time studying abroad might encounter similar problems. The lack of knowledge could make it difficult for those students to choose the country for their study experience abroad. In this thesis, I tried to analyse the teacher training programmes in the mentioned countries in order to provide some information that might be of help for the students eager to realize a study stay abroad, be it through the Erasmus or any other exchange programme. I did not limit myself to making a theoretical overview of the programmes but I also wanted to use my own experience gained during both my study stays to put forward a more practically oriented study. For more objectivity, I complemented my opinion with that of the students involved in the respective programmes.

The thesis can be divided into two main parts: theoretical and practical, the latter falling into two parts as well. In the empiric part of my thesis, I analysed the study programmes for English language teachers at the Charles University in the Czech Republic, Østfold University College in Norway and University of Alcalá de Henares in Spain. Furthermore, I included the opinion of the groups involved in these study programmes. Both the content analysis and the questionnaire inquiry are treated both qualitatively and quantitatively. I tried to make use of triangulation of data, i.e. technical literature, present study programmes in the three countries,

opinion of the students. Also, I used triangulation of methods, i.e. predominantly qualitative content analysis is complemented by mainly quantitative questionnaire inquiry (Hendl, 1999).

The questionnaire inquiry was used not only as a feedback on the analysed study programmes but it also served for verification of validity of the hypotheses determined in advance. The major part of the practical research was based on three versions of a questionnaire implemented at the three above mentioned university institutions. In particular, the respondents were the students participating in the English programmes of the respective universities. The three versions of the questionnaire coincided in some aspects, which enabled me to make a comparison, and differed in some other aspects, which helped me to describe the students' view of the situation at the particular university institution. All the three versions of a questionnaire had, however, the main objectives in common: they all aimed at discovering the motivation of the students for teaching as their prospective profession and the level of their preparation (from their point of view) for teaching English as a foreign language. In addition, the respondents (close to the end of their studies) were asked to evaluate the English programmes in which they have been trained.

I had very few problems with the implementation of the questionnaires. The teachers in all the three countries were willing to give me their kind permission to implement the questionnaire in their seminars. I did not encounter any problems at the students' part, neither, all of them being disposed to collaborate. Thanks to these facts, the answer rate was in all the cases 100 % and the obtained sample forms a quite representative opinion of the students' groups.

3 Initial teacher education in the European context

The Green Paper on Teacher Education in Europe reflects some characteristics in which the systems and models of teacher education differ within a between the European countries. Institutional, organizational and curricular differences are only a few examples of the complexity of teacher training systems. Here we will analyze some of the basic criteria for categorization of the systems and models of initial teacher education. With some more detail, we will describe the situation in the three countries, which are the subject of this study.

3.1 Systems of initial teacher education from the view of the educational level for which prospective teachers are trained

Three main types may be identified:

- (1) Initial teacher training of teachers for comprehensive schools is integrated (primary and lower secondary level) and different training of teachers for the upper secondary level is provided. This type of teacher education is used in Sweden, Denmark and

Norway.

- (2) There are different programmes for prospective teachers at primary and (lower and upper) secondary level. Examples of this type are France, Ireland and Spain. These programmes may coincide in some of the features and in some countries they are of the same length (France) whereas in other countries their length differs.
- (3) This type has separate programmes for prospective primary school teachers and there are different types of programmes for teachers at the secondary level. These are either aimed at the lower secondary level or at the lower and upper secondary level. This is the case of Belgium, the Netherlands and the Czech Republic.

3.2 Systems of initial teacher education from the view of the organization and structure

While Hellekjaer&Simensen (in Grenfell, 2002) distinguishes only two major approaches to teacher education, regarding the integration or non-integration of the subject studies and pedagogy (concurrent and consecutive type), in the Green Paper on Teacher Education in Europe, there are five kinds of teacher training models distinguished, including some relatively new types:

- (1) In **concurrent model** of teacher education, the subject studies and the pedagogical element are integrated. This means that the subject(s) of specialization is studied parallel to the educational studies, Methods, *Didaktik* or *Fachdidaktik*¹. The teaching practice is realized at the same time as well. This type of teacher education is executed for example in the Czech Republic.
- (2) In **integrated models** these components are not only parallel but they are also integrate the “theoretical” and “practical” studies, mainly focusing on the professionally relevant topics. Example of such an organization is the Nordic countries (including Norway) where many programmes for education of the primary school teachers follow the concurrent model and there is a trend towards integrated and modularized models.
- (3) In **consecutive models** (prospective) teachers study the academic disciplines or subjects at first, professional studies and teaching practice follow.

¹*Fachdidaktik* = subject didactic

- (4) In **modularized models** students are offered different modules and they have to decide on the order in which they will take these modules. This type is increasingly offered in some Nordic countries.
- (5) Finally, it can be distinguished between so-called **"one-phased"** and so-called **"two-phased"** models of teacher education. Whereas the completion of initial teacher training in the one-phased model entitles the student to apply directly for a post of a teacher, in the two-phased model the students having completed the first (mainly) theoretical phase continue their studies in the second, mainly practically-oriented phase of teacher education. Local school boards and local pedagogical institutions separated from the university are responsible for this "second phase". Such a type of teacher education can be observed for example in Spain.

3.3 Institutions responsible for initial teacher education

With respect to the institutions that provide initial teacher training for (prospective) teachers at primary and (lower and upper) secondary level, three main categories may be identified:

- (1) In some countries education of teachers for all levels mentioned above is provided by the university sector. This refers to all the three countries, which are the subject of this study (together with Finland, France, Germany, Sweden, etc.). In the case of Norway; however, it has to be distinguished between universities responsible for training of upper secondary school teachers and university colleges aimed mainly at educating primary and lower secondary school teachers. Consecutive teacher training takes place always at the university level and leads to a university level of qualification (ISCED² 5A).
- (2) A second category includes countries where the teacher training for different educational levels is the responsibility of different institutions. Teachers for primary schools and some types of lower secondary schools receive their teacher education in post-secondary level institutions (e.g. Austria) or higher education institutions (Belgium, Netherlands), while teachers for other types of lower secondary schools

²ISCED = International Standard Classification of Education (elaborated in 1978, changed in 1997)

ISCED 5- First stage of tertiary education (not leading directly to an advanced research qualification). Bachelor study (conceived as a preparation for a Master study), 2-year Master study as a continuation of Bachelor study and 4-6 year Master study lead to ISCED 5A, other studies at this level lead to ISCED 5B.

ISCED 2- Lower Secondary or Second Stage of Basic Education

ISCED 3- Upper Secondary Education

and upper secondary schools are trained at university level. Non-university tertiary education leads to the ISCED 5B level of qualification.

- (3) In other countries (e.g. Poland) teacher education is divided into several stages of educational system, each having a different status, and it is up to the (prospective) teacher to decide where s/he wants to teach.

3.4 Length of initial teacher training

The duration of teacher training courses varies from one country to another. With a few exceptions all programmes for teachers at primary and secondary level last for at least three years but in most countries the teacher training is of 4 to 5 ½ years of duration.

- (1) Initial teacher training lasts between 3 and 3 ½ years in Belgium, Austria (*Hauptschule*) and Island and is of the concurrent type. In the case of Belgium, for instance, the length of training corresponds to the fact that in these the teacher training is provided at the level of tertiary non-university education (see 3.3).
- (2) All the three countries examined in this study (Czech Republic, Norway and Spain) fall into the group of countries where the length of the training is 4 to 5 ½ years. In Norway the length of the training through the concurrent model is the same as the minimum length of the training through the consecutive model (4 years).
- (3) The countries where the training lasts for 6 or more years include Germany, United Kingdom (Scotland), Portugal and Italy.

3.5 Contents of initial teacher training

In terms of content, initial teacher training has two main components. Firstly, there is **general training**, including courses aiming at the mastery of the subject(s) the trainees will be entitled to teach. Secondly, there is **professional training** corresponding to the theoretical and practical part of the training devoted to teaching as such. The proportion of each component within the teacher training varies considerably from one country to another.

In general, in countries with concurrent type, professional training usually constitutes over 30 % of the whole training, whereas in the case of consecutive type, the relative proportion of professional training is always lower than 30 %. In Spain, for example, it takes 4 to 6 years to get a university qualification, which is a pre-requisite for the inscription into the teacher-training course with a minimum load of 300 hours. Professional training constitutes only 9.1 % of the whole training. At the Norwegian university colleges, professional training takes

up at least 1 ½ years out of the whole teacher training (4 years). In the case of universities, the relative proportion of professional training depends on the length of the overall course, which varies from 4 to 7 years (it is 25 % in the case of a 4 year course).

3.6 Curricula and state control of initial teacher training institutions

Over the last 20 years there has been a tendency to increase the autonomy of teacher education institutions. On the other hand, in the recent years teacher training institutions have experienced a stricter control by the state motivated by the need to make more uniform patterns. The reason for this trend was to match teacher education with national and international quality standards. Nevertheless, teacher training institutions in many countries still have a relatively high degree of autonomy. As regards the extent of autonomy, three types can be distinguished: **no autonomy, limited autonomy and total autonomy**. The Czech Republic is only one of the few countries where teacher-training institutions have a total autonomy. The explanation for this fact may be found in the post-revolution developments. The political changes in the former socialist countries in the early 1990s caused a need for greater curricular autonomy. Norway and Spain, on the other hand, belong to the group of countries with limited autonomy of teacher training institutions. In Spain, however, the guidelines for professional training were also very general about 10 years ago as a result of the decentralization and the Autonomous Communities were free to regulate the studies on their own. Since 1995, nonetheless, there has been a tendency towards a greater uniformity.

In addition to the above-mentioned categories, Hellekjaer & Simensen (in Grenfell, 2002) also distinguish between the countries with regard to the number of components required in the subject-content element of teacher education. In some countries, training is obtained in a single subject only (Spain) whereas in other countries (Norway, Czech Republic), students are trained in two or more subjects taught at schools. This is so called dual qualification.

4 Recent development and reforms of initial teacher training in the Czech Republic, Norway and Spain

Since 1970 initial teacher education in many European countries has been subjected to a great number of reforms. These reforms were of quantitative and qualitative character, concerning the length of training, the improvement of its quality as well as some other aspects. These reforms did not avoid even the three countries to which attention is drawn in this paper.

4.1 Czech Republic

In the beginning of the 1960s, training of lower and upper secondary teachers was separated, the former being trained at the institutes of education and the latter receiving their education

at the faculties of philosophy, natural sciences, mathematics and physics and physical education and sport. In 1964 faculties of education were established and they became responsible for training of teachers for the second stage of primary school (základní škola³), corresponding to the lower secondary level, whereas upper secondary school teachers continued to be trained at their respective faculties.

In 1976, training of lower and upper secondary school teachers was amalgamated for the first time in history as the result of the introduction of a new course: "Teaching of general subjects at primary and secondary schools", based on a document called **"Further Development of the Czechoslovak Education System"**. Teachers for both levels were trained at faculties of education but the possibility for (prospective) upper secondary teachers of receiving their training at the traditional university faculties was maintained. The 1980 reform extended the training at faculties of education from 4 to 5 years. This reform took place under unusual circumstances, i.e. in the time when the communist regime had started to use education as a powerful ideological tool.

After the fall of the regime in 1989, some faculties of education abolished the integrated training for the lower and upper secondary teachers. In addition, the faculties received a greater curricular autonomy (see above, 3.6.), which led to variety of curricula and final examinations observed in different faculties of education.

The latest law in education sector approved by the government in September 2003 concerns educational staff and there are no principal recent regulations in the sector of teacher education.

4.2 Norway

Until 1996, teacher education in Norway was regulated by the **1973 Teacher Training Act**. This legal act covered all levels of teacher education, from pre-primary to upper secondary education. In addition, teacher education is further regulated by the **1995 Act on Universities and Colleges** and **1986 Private Higher Education Act**.

The educational reform from 1997 (L97) with the new core curriculum for primary and secondary schools brought the need of new guidelines for teacher education as well. Teacher training institutions had to make a number of changes to align teacher training with the development in the sectors, for which their students are being prepared. The Teacher Training

³ Základní škola = basic school. In the Czech Republic, the primary education (the only education compulsory for all children) lasts for 9 years. There are two stages of basic school: First stage (1.-5. grade) corresponding to ISCED 1 level and second stage corresponding to ISCED 2 level (Lower Secondary Education). For more detail see Annexes.

Act was substituted by a new comprehensive **1998 Education Act**. Some of the regulations were partly transferred while others were maintained through an addition to the 1995 Universities and Colleges Act. The new curriculum guidelines addressed to teacher training institutions basically concerned changes in three main areas. Firstly, the structure of teacher training has been modified. Secondly, the organization and contents of teacher education have been described in greater detail (setting, for example, the minimum length of teaching practice) and thirdly, teaching methods have been identified more specifically. The new guidelines do not concern only the competence in the main field of study but they also give many clear references to the connection between the field of study and the general competence required of teachers. This area includes the professional ethical competence, didactic competence in relation to teaching methods and the ability to deal with the societal changes.

As a result of the 1998 Education Act, various teacher-training programmes were implemented. Those concerning general education at secondary level were the 4-year programme for general teachers (also for primary school teachers) and the 1-year postgraduate programme in educational theory and practice (also called "Practical Pedagogical Education" course) for subject teachers. In the case of the latter, the qualification as a teacher is obtained in combination with an Academic degree from college or university. This means that teachers in primary and lower secondary school will either have a Certificate of General Teacher Education from a university college or they will have general university or college degree in two or three relevant school subjects, with the additional mandatory one-year programme in educational theory and practice.

The most recent revision of teacher education programmes took place in **2002** and principles for the revised teacher education programmes were outlined in the **White Paper on Teacher Education**. In accordance with this reform, training should acquire more professional focus and educational institutions are to work in close contact with the professional life. The move towards a more professionally oriented training had started in the early 1990s following the need to enable the teachers to cope with a variety of social changes. Another aim of this reform was to give both the educational institutions and the students more freedom; the educational institutions will have more flexibility in shaping their programmes and the students will be given more choice in their selection of subjects. In other words, the organization of general teacher education will be less detailed and there will be less mandatory subjects, the time spent on the obligatory subjects being reduced from 3 to 2 years (see also below 6.2.1.). Furthermore, following the new degree structure, three years of

general teacher education will qualify for a bachelor degree and the fourth year may form a part of a master degree. Similarly, the university degrees will be shortened to 3 years for a bachelor degree and additional 2 years for a master degree. Subsequently, it will take a prospective teacher 4 years (including BA and the training in educational theory and practice) instead of 4-5 years to become an *adjunkt*⁴ and 6 years (including MA and the training in educational theory and practice) to become a *lektor*⁴.

4.3 Spain

In Spain, till 1970 prospective teachers were not required to take any specific pedagogical training and there was no distinction between lower and upper secondary levels. This situation was altered by the **1970 General Act on Education** (*Ley General de Educación*, LGE). By this act, an 8 year single structure of the General Basic Education (*Educación General Básica*, EGB) was introduced and teachers for the ISCED level 2 were trained together with teachers for the last 3 years of primary education, who received a concurrent training of three years of duration leading to the *Diplomatura*⁵ qualification (corresponding to ISCED 5A level). In accordance with the 1970 LGE, the Certificate of Pedagogical Specialization (*Certificado de Aptitud Pedagógica*, CAP) was introduced and prospective teachers were required to, in addition to their respective degrees, receive pedagogical training at the Institutes of Educational Sciences (*Institutos de Ciencias de Educación*, ICE) leading to this kind of certificate. The establishment of the ICEs was entrusted to the universities and the professional training had duration of 6 months. Nevertheless, from 1980s onwards these institutes were criticized, so that many universities closed them and made their faculties of education responsible of teacher training or set up Teacher Training Centres (*Centros Superiores de Formación de Profesorado*).

The necessity to reform the education system was reflected in another act issued in 1990, the **Organic Act on the General Organization of the Education System** (*Ley Orgánica General del Sistema Educativo*, LOGSE). By this act new primary and secondary levels of education were introduced. With the establishment of the Obligatory Secondary Education (*Educación Secundaria Obligatoria*, ESO), the training of lower and upper secondary teachers was amalgamated again and from then on prospective teachers for both levels were receiving their training in accordance with consecutive model with the first general stage

⁴ *Adjunkt, lektor* = teacher titles used in Norway.

⁵ *Diplomatura* = Bachelor study, on its completion, the student is conferred the title of Diplomado

lasting 4–6 years and leading to the title *Licenciado*⁶. By this act a new teacher training, leading to Certificate of Pedagogical Specialization (*Curso de Cualificación Pedagógica*, CCP), was established replacing the old CAP. The introduction of this new kind of professional training was motivated by an effort to attain more uniformity of teacher training, integrating the great variety of teacher training caused by the autonomy of tertiary education institutions, and it also lengthened professional training from 6 to 18 months. Nevertheless, and in spite of its regulation in 1995, very few universities had introduced the CCP by the end of the 1990s.

The latest regulation on professional training was laid down in 2002 by the **Organic Act on Quality of Education** (*Ley Orgánica de la Calidad de Educación*, LOCE), which states that the old Certificate of Pedagogical Specialization, CAP, will be replaced by a new Certificate of Pedagogical Specialization (*Título de Especialización Didáctica*, TED). A subsequent 2004 Royal Decree postponed the implementation of TED till September 1st 2004. However, the date of its requirement was later on postponed once again, till September 2007, extending the organization of the education leading to the old CAP, established prior to the LOGSE, till the academic year 2006/2007.

5 Specification of the problem and the objectives of the study

5.1 Context of the study

Průcha (1999) points out to the insufficient facilities of the Czech educational system with respect to qualification of foreign language teachers and relatively low effectiveness of foreign language lessons at primary schools. From 1948 Russian was a compulsory language on primary and secondary level. English, German and French could be the second compulsory (or optional) language at upper secondary level. Therefore, in 1989, following the fall of communist regime, there was a sufficient number of teachers of Russian but the educational system lacked teachers of English, German and other languages. Thousands of teachers were retrained for another foreign language in different courses or distance study at the faculties of education. However, the Czech School Inspection states in its Annual Announcement about the Academic Year 1996/1997 that there is still lack of qualified foreign language teachers, especially those of English. "Qualified and experienced teachers often leave education, usually in order to find better financial evaluation of their linguistic skills in other areas. Some university graduates with language teaching qualification do not even start teaching at schools

⁶ *Licenciatura*= Master study, on its completion, the student is conferred the title of *Licenciado* (e.g. *Licenciado en Filología Inglesa*= *Master Degree in English Philology*)

(especially primary schools) and look for better paid jobs". The Pedagogical Institute carried out a research in 1995/96/97 showing that in the Academic Year 1995/96, the percentage of qualified foreign language teachers was 24.3 % at primary schools and 65.1 % at secondary schools. The Year Book on Education 1996 shows that an average salary of a primary school teacher was 11 199 Kč (370 euro) and that of grammar school teacher was 12 391 Kč (410 euro). According to the figures revealed in the announcement on the session of the Committee for Education OECD in Prague, April 1999, the ratio of the teachers' salaries to average salary in the Czech Republic first slightly grew in early 1990s and then slightly dropped again, in 1996 being 107 % (of the average salary in the Czech Republic) in the case of primary school teachers and 122 % in the case of grammar school teachers.

The training of prospective teachers of foreign languages in former Czechoslovakia was traditionally oriented mainly on the study of literature and linguistics (Gajdušová, Hartánská, 1994). This fact had a negative effect on the methodology. The status of methodology of foreign language teaching was constantly cast doubt on. The methodology textbooks were too theoretical and did not have any regard for the particularities of the given language. Following the political and social changes in 1989 there was a lack of qualified teachers of foreign languages at the primary schools, which brought the need to re-establish the foreign language departments at the teacher education faculties.

Hofmannová (1997) states "the teaching practice in the teacher-training course for second stage of primary schools and secondary schools is organized in independent blocks in higher courses without any link to the field didactics". Even though "in comparison to the past, there exists a closer connection between theory and practice through a variety of subsidiary activities", Hofmannová sees "our big debt in the way of keeping the documentation from the teaching practice and the way of its usage in the final assessment of the student in the state examination". She also points out that "it will be necessary to increase the hour allotments of the subject didactics and teaching practice in order to diversify their content".

Hanušová (2003) analysed the undergraduate full-time educational programmes of the teacher training of English teachers realized in the academic year 2000/2001 at all the faculties of education and philosophical faculties in the Czech Republic. She also carried out a practical study with the objective to find out the opinions of the students and graduates on the structure of these programmes. In addition, these programmes were compared and contrasted to the teacher-training programme realized at the Umeå University in Sweden. In this study, Hanušová showed that students consider the Language Proficiency Seminar the most important subject in the study programme, for the graduates it was the second most important

subject following the TEFL Methodology. 69 % of the students called for the augmentation of the extent of this subject. As concerns the linguistics, Hanušová points out to the non-existence of application character of these disciplines. She states that these disciplines should be linked to the TEFL Methodology and she suggests that a subject such as "Linguistics for the field of pedagogy" should be incorporated. Furthermore, it is suggested that the hour allotments of *Phonetics and Phonology* and *Grammar* should be increased and especially *Phonetics and Phonology* should be incorporated into more semesters. In Sweden, this subject was more focused on the concrete area, which cause problems to the Swedish pupils. In spite of the fact that the incorporation of the subjects on history and culture of the English speaking countries did not seem to be a priority at the Czech faculties and its importance was underestimated, the students and graduates considered the incorporation of these subjects as relatively significant. On the other hand, at the Swedish university, the culturally historical subjects were evaluated by a great number of credits. Concerning the literary disciplines, all the faculties with just one exception incorporated these courses mainly in a form of chronological survey. In contrast, the Swedish university places more emphasis on the children's literature and analysis of literary work. As Hanušová indicates, such orientation of the literary courses seems to be more significant in the study programmes for primary school teachers than survey of literary history. Both students and graduates evaluated the importance of the incorporation of the literary disciplines in a similar way as was the case with the culturally historical subjects. High was especially their evaluation of these subjects with respect to their personal growth. As for the TEFL Methodology, the main difference between the Czech and Swedish universities was not in the hour allotments of these courses but rather in the integration of methodological elements into linguistic, literary and cultural disciplines and therefore greater orientation of the study in Umeå at the target group of prospective teachers. 53 % of students and 60 % of graduates required augmentation of the extent of TEFL Methodology. As regards the (block) teaching practice⁷, 60 % of students and 49 % of the graduates were satisfied with its extent. In the summary, Hanušová states, "the teacher training programmes for foreign language teachers are generally very little focused on the target group of future teachers. Isolated scientific disciplines, not only literary and linguistic disciplines but also psycho-pedagogical ones are taught without any link to the training of prospective foreign language teachers." Hanušová goes on suggesting the incorporation of courses of integrated character and as well as optimising the proportion between theory and

⁷ There are two types of teaching practice at the faculties of education in the Czech Republic: "block teaching practice" (organized in blocks of e.g. 2 weeks) and "continuous teaching practice" (organized in separate days throughout the year).

practice in the study programmes. In the latter case, she sees as an effective way of achieving this in a change of the progression- "not always is it necessary to start with theory and progress in linear sequence towards the practice. On contrary, the opposite sequence is often more effective: from the practice where the students have the opportunity to identify through experience their own concrete needs of theoretical background". In her conclusion, Hanušová recommends the elaboration of other comparative analyses of the teacher training programmes in the Czech Republic and other countries where the foreign language teaching and learning has a similar importance as in our country because the mother tongue is not a widely spoken language and where the quality of foreign language teaching is traditionally high (Finland, Sweden, Netherlands, etc.)

In 2002, a European project called *The Assessment of Pupils' Skills in English in Eight European countries*⁸ was commissioned by The European Network of Policy Makers for Evaluation of Education Systems. This project aimed at providing some comparative data of the pupils' achievements in different countries. Furthermore, the research was extended on the teachers of those pupils, comparing their educational background, the teaching methods they used as well as some other aspects. Among the countries participating in the project, Norway and Spain were involved. According to the figures in the teachers' questionnaires, 52 % of Spanish teachers have complemented their degree in English Philology with different types of courses in English speaking countries with a minimum duration of 6 months. In Norway, on the other hand, the percentage of teachers taking those courses is much lower, only 23 %. Also, 76 % of the Spanish teachers indicated participation in in-service courses whereas the percentage of teachers in Norway was only 12 %. As concerns the teaching methods, there was also a big difference in the use of videos, computers or the Internet. 83 % of the Spanish teachers stated that they rarely used them, whereas half of the teachers in the Scandinavian countries sometimes use them. Similarly, only 15 % of the Spanish teachers state they always speak English in their lessons, whereas 40 % of teachers in Norway do so. The teachers' answers varied also in their opinion about how the society values their work. In Spain, 72 % of the teachers answered "very little" and 14 % "not at all", only 14 % answering "reasonably". In

Norway, there was an equal distribution between those teachers who felt the society values their work "reasonably" and "very little" (48 % each category). In the pupils' questionnaire, about 1500 pupils per country at the end of lower secondary education were involved. The

⁸ The study concerned pupils at the end of their compulsory education. The countries participating in the study were: Denmark, Germany, Finland, France, Netherlands, Norway, Spain, and Sweden.

Norwegian students achieved the best (or second best) score out of the eight countries in all the skills (+linguistic competence) tested in the achievement test. The strongest skill of the Norwegian pupils was the reading comprehension, followed by the oral comprehension. The Spanish pupils scored the best in the reading comprehension test (still, their achievement in this skill was the second poorest in comparison to the other countries, only French pupils scoring lower). Closer to the achievement of the pupils from the other countries was their score in the Linguistic Competence test: there is only 8-percentage points difference between the achievement of the Spanish and Norwegian pupils. In the Oral Comprehension test, similarly to the Reading Comprehension, Spanish pupils scored the lowest (with the exception of France). The lowest was their achievement in the Written Production test, where they achieved only 23 percentage points (compared to 56 percentage points achieved by the Norwegian students).

The above-mentioned problem of insufficient preparation of the Spanish students in the practical language skills in their secondary education is also hinted at by Jiménez Catalán (1997). In her paper on the initial teacher training of English teachers, she analyses the study programmes of *Filología Inglesa* with respect to the education of prospective teachers. She states that the university teachers complain about the low level of linguistic and communicative competence with which the students enter the first year of their university studies. Jiménez Catalán also indicates that even though the quality of secondary education is being questioned, there is no regard taken of the fact that the English teacher at secondary school is not offered any training neither in psychology of learning nor in the teaching theories, methods and techniques. "The training of a student of *Filología Inglesa* is essentially humanistic and esthetic. There is a predomination of literary studies over the linguistic ones and those outweigh the studies of applied linguistics. In summary, the future teachers of English at secondary schools obtain a very complex knowledge of the English language, its literature and culture but they scarcely receive any theoretical preparation and practical training on how this knowledge can be transmitted to the others or how to help a pupil to develop his or her communicative competence in the language." In her conclusion, Jiménez Catalán suggests:

a) The traditional disciplines of *Filología Inglesa* such as language, literature, linguistics and English culture should be oriented from the very beginning on the profession the student will exercise in the future. This objective requires that these disciplines should be re-evaluated from the perspective of psychology, sociology and didactics.

b) These three disciplines should not be studied out of the context of *Filología Inglesa*

because it is difficult the Faculties of Teacher Education and Institutes of Educational Sciences could establish an integrative vision and the specialized aspect defended here; what is needed here is psychology and pedagogy applied specifically to English language teaching in a similar way as the *Escuelas de Magisterio*, where primary school teachers are trained, do it.

5.2 Delimitation of the study

I have tried to analyse the problem of teacher training in three countries: Czech Republic, Norway and Spain. I have been concentrating on the specific area of the training of English teachers. The main focus was on the training of teachers at the secondary level. Moreover, for the reason of the limited extent of this paper, the attention was drawn entirely to the initial teacher education. Even though the pedagogical element in the teacher training was analysed as well, the study concentrates mainly on analysing the structure and content of the specialization component, the subject studies of the English language, including the methodological element, and attention was drawn to the teaching practice as well.

Qualitative and quantitative method was used for the analyses. The object of the analysis was the educational programmes leading to the qualification of English teacher at the secondary level in three countries: the Czech Republic, Norway and Spain. Despite the fact that some of the general features in the teacher training applied nation-wide will be treated, this study will be limited to the following university institutions:

1) *Universidad de Alcalá de Henares, España* (University of Alcalá de Henares, Spain). More particularly the research has been carried out at three different institutions within this university:

- *Facultad de filosofía y letras* (Philosophical Faculty)
- *Escuela universitaria de magisterio* (Faculty of Education)
- *Instituto de ciencias de educación* (Institute of Educational Sciences)

2) *Høgskolen i Østfold, Norge* (Østfold University College, Norway), *Avdeling for lærerutdanning* (Faculty of Education)

3) *Universita Karlova v Praze, Česká republika* (Charles University of Prague, Czech Republic), *Pedagogická fakulta* (Faculty of Education)

As an additional source of information, a questionnaire enquiry was used. The questionnaires were answered by the students of the above mentioned university institutions. The results of the questionnaires were treated not only as complementary sources of information but they are

also expressing the opinion of the groups involved in the programmes.

5.3 Objectives of the study

The aim of this paper is to carry out a comparative and contrastive study of the three systems of initial teacher training of prospective teachers of English. In addition to that, this study will analyse and again compare and contrast the evaluation of different aspects of the system by those directly involved in it-the students. Finally, possible changes and solutions to the current problems will be suggested.

The study will have the following tasks:

- 1) To analyse, compare and contrast the curriculum for the initial teacher training of future teachers of English at lower and upper secondary school level in the three countries. A special attention will be paid to the place of teaching practice within the curriculum.
- 2) To analyse, compare and contrast the syllabuses of the subjects related to the actual teaching (didactics and methods of English language teaching, pedagogy, psychology, etc.) at the three university institutions.
- 3) To find out how students of English at the three different university institutions assess themselves in different language skills, in their knowledge of literature, history and culture of the English speaking countries and in their pedagogical competence and whether there is any interdependence between the study content and the students' self-assessment.
- 4) To find out how the students of English at the three different university institutions feel about the education they are obtaining, how they evaluate the importance of the courses studied and what they think about the system of teacher training in general.
- 5) To discover the interest of the students in teaching as their possible future profession, the educational level they would like to teach at and their previous teaching experience.

The main questions in the analyses were the following:

1. To what extent differ the systems of initial teacher education in the three countries? How do the different teacher education models influence the organization of the study?
2. Which disciplines are incorporated into the subject study programmes? Which are the hour allotments of these disciplines?
3. How is the teaching practice organized in the different systems of teacher education?
4. How is the pedagogical element treated?

5. How is the assessment done in the programmes and what are the requirements for the completion of the study?

6 Three systems of the initial teacher training of English teachers

6.1 Initial Teacher Training in the Czech Republic

The Czech universities offer two basic types of education in a foreign language: One is offered by the philosophical faculties and is more philologically oriented, the other one can be chosen at the faculties of education and is primarily aimed at educating future teachers at lower and upper secondary level. For this educational level, students are trained simultaneously in two major subjects and the successful completion of the two subjects together with the professional studies in psychology and pedagogy is a necessary requirement for awarding the degree. The faculties of education are also responsible for training primary school teachers.

6.1.1 Faculties of Education

As noted above, the Czech faculties of education offer the so-called dual qualifications (see Chapter 3) and the education is organized according to the concurrent model. This means that the student is simultaneously trained in the two subject-content elements and pedagogy and psychology. Teacher education for the secondary level is organized in the course “**Teaching of general subjects at základní a střední školy**”. Studies of the foreign language can be combined with studies of another foreign language as well as non-language subject. The combinations of the subjects are set. The length of the full time study is 5 years (no part-time study for this type of education is available) and the study is divided up to 2 cycles. Incorporated into the programme are also subjects of the so-called “university background”.

6.1.2 Philosophical Faculties

Traditionally, philosophical faculties educate the prospective teachers. Till the establishment of the faculties of education (see 4.1), they were the only institutions responsible for training of teachers for the secondary level. The specialization in teaching is done through choosing a teaching module, which includes TEFL methodology, pedagogy, psychology and teaching practice. This module can be taken simultaneously with the subject studies and the length of this professional training is 3 semesters. The psycho-pedagogical training is taken care of by the respective departments. The study is finished by submitting a final paper and passing the final state examination.

6.2 Initial Teacher Training in Norway

As noted above (see 4.2), in Norway, students who wish to become teachers have basically two possibilities: they either get their teacher training at the university colleges, obtaining the **General Teacher Education Certificate** or at the universities. This second way to teaching, corresponding to the consecutive model of teacher training, involves getting an Academic degree in two or more subjects at the universities, followed by a **Practical Pedagogical Education (PPU)** course. The length of the study for the General Teacher Education Certificate is four years and the study includes subject studies as well as the professional training. This kind of teacher education certifies for teaching at the primary and lower secondary level. Students with the university degrees are entitled to teach at upper secondary schools as well. In this case, it takes 4 to 6 years (with 3 and 5 years for bachelor and master degree respectively) to obtain the teacher qualification, including the PPU.

6.2.1 University Colleges, General Teacher Education Certificate

As I have noted above (see 3.2), the organisation of the teacher training has recently undergone some important changes. The length of the study has remained the same: 4 years. The requirement of 240 ECTS credits (60 per year) for the completion of the studies is also unchanged. The major change has been made in the structure of the study. Until the academic year 2003/2004, the study consisted of 3 years of mandatory courses and one year of self-chosen subject/s (either one 60 credit course or two 30 credit courses). Each of the three years of the compulsory teacher-training course was to have its own focus or profile determined in part by the training institution.

1. year		2. year		3. year		4. year	
autumn	spring	autumn	spring	autumn	spring	autumn	spring
Pedagogy 7,5 ECTS	Music 15 ECTS or Art 15 ECTS		Pedagogy y 7,5 stp	Pedagogy 15 ECTS		Two optional subjects 30 ECTS each or one optional 60 ECTS subject	
Norwegian 30 ECTS				Physical education 15 ECTS or Ecology 15 ECTS			
Drama 30 hours							
Mathematics 30 ECTS		Christianity and religion 15 ECTS		Technology 30 ECTS			
Practice 6 weeks		Practice 6 weeks		Practice 6 weeks		Practice 2 - 4 weeks	

Fig. 1: Old study model of the teacher education, Østfold University College

The new framework of teacher education in Norway is based on the Norwegian law of 12th May 1995 (1995 Act on Universities and Colleges, see 3.2), which governs the universities and university colleges through a set of guidelines for general teacher training, issued by the Ministry of Education in April 2003.

The new study model put into practice in this academic year (2004/2005) by some of the Norwegian teacher training institutions divides the study into two halves: the first two years of the study is composed of compulsory courses and the space for the self-chosen subjects has increased to two years: in the third and fourth year, students combine different subjects according to their choice. Alternatively, some teacher training colleges have introduced a slightly different model, incorporating the self-chosen subjects from the second year on. The compulsory part still comprises 120 credits and runs until the third year.

The practical training (18-20 weeks) is integrated into *Pedagogy* as well as other subjects, both common core courses and elective courses. It is a compulsory part of the education.

1. year				2. year			
1 st semester (spring)		2 nd semester (autumn)		3 rd semester (spring)		4 th semester (autumn)	
Subject	ECTS	Subject	ECTS	Subject	ECTS	Subject	ECTS
Mathematics	10	Mathematics	10	Basic training: Reading, writing, mathematics	10	Mathematics	10
Norwegian	10	Norwegian	10	Religious knowledge and Idea History	10	Norwegian	10
Pedagogy	10	Pedagogy	10	Pedagogy	10	Religious knowledge and Idea History	10

Fig.2: New study model of teacher education, Østfold University College, first part (second part, 3rd+ 4th year...elective subjects)

The elective subjects are again either 30 or 60 credit courses. These courses are referred to as the "foundation courses" (*grunn fag*) and constitute the minimum subject studies at university level. The main topics are usually the same for 30 and 60 ECTS course, but a 60 ECTS course goes deeper into the material. Both types of course last for two semesters. A student can make different combinations of subjects to achieve the 120 credits. It is possible to take two 60 ECTS courses or one 60 ECTS + two 30 ECTS or even four 30 ECTS courses. Studies can be aimed at teaching at primary level by taking up more subjects (the so-called generalist teachers), or towards secondary level by choosing fewer subjects (the so-called semi-specialist teachers). For some subjects, a more in-depth study is offered in a form of 30 credit course (*melom fag* or also *påbygging*), which is a continuation of the 60 credit course and thus enables the student to attain 90 ECTS in the selected subject. A student who has successfully completed this in-depth course increases his/her chances of being employed as an upper-secondary teacher with specialization in the given subject. At the Østfold University College, the in-depth study is also offered in English at the Faculty of Social Sciences. The Norwegian system is very flexible with respect of the sequence of incorporation of the compulsory courses and elective courses into the education. The elective courses may precede the compulsory courses common to all students. It is, however, more frequent to incorporate them after the completion of the mandatory part of the education.

6.2.2 Postgraduate course "Practical Pedagogical Education"

Practical Pedagogical Education (*Praktisk-pedagogisk utdanning*, PPU) aims at educating prospective teachers for primary, secondary or higher education. The course is targeted at university graduates (Bachelor of Arts or Science, Master of Arts, Bachelor of Politics, Bachelor of Commerce or equivalents) and students with college background (people with 150 credits from higher education, one 60 credits course and one 90 credits course) or vocational experience. The study counts for 60 ECTS as an addition to a higher academic degree, and it can be taken as a full time study over 1 year or as a part time/distance study over 2 years. The 60-credit course consists of 30 credits worth of pedagogical studies, and 30 credits of methodology (educational methods within the chosen subjects). PPU offers methodology courses within most of the subjects that are mandatory within the educational system. Methodology is normally organised as 5 credit courses within two subjects. Integrated into the study is 12 weeks of teaching practise. PPU can also be combined with other academic or vocational studies.

6.3 Initial Teacher Training in Spain

Like in the Czech Republic and Norway, the Spanish universities also offer two sorts of

training in a foreign language. Nevertheless, and unlike the two preceding cases, only one leads to teaching at the secondary level. Firstly, there is a degree *Licenciado en lengua extranjera*, which corresponds to a master degree in foreign language. Having obtained this degree, a student is supposed to have a good linguistic as well as literary and cultural competence. It does not, however, give a direct access to teaching. A student interested in teaching at a state school is therefore obliged to obtain a two-semester training at the Institute of Educational Sciences and pass an exam for vacant positions in the state sector (so-called *oposiciones*). This kind of education qualifies for teaching at lower and upper secondary levels (institutes of ESO and *Bachillerato*). The other way to teaching a foreign language is through getting a degree equivalent to a bachelor degree (*Maestro de lengua extranjera*= Teacher of a foreign language) at the faculties of education (*Escuelas universitarias de magisterio*). This programme only trains future teachers at primary level.

6.3.1 5.3.1. Faculties of Education

It has been said that the faculties of education only take care of educating teachers at primary school level. What is special about the Spanish system of training primary school teachers is that foreign language (as well as music and physical education) is studied as a separate specialization. It means that a student who has obtained a degree of *Maestro de lengua extranjera* will only teach the foreign language whereas a graduated in *Maestro de primaria* (Primary school teacher) will be entitled to teach all the other subjects (also excluding the two above mentioned subjects).

6.3.2 Philosophical Faculties

As noted above, this kind of university background is a must for students interested in teaching a foreign language at a secondary school level. The master degree in English language and literature counts for a 4 year-study, divided into 2 cycles. Throughout the whole course of study, a variety of optional courses are offered on a compulsory basis. There is no other specialization available within the programme. The pedagogical element is not integrated into the degree. The methodological element (including the teaching practice) is present only as an optional course.

6.3.3 "Certificate of Pedagogical Specialization"

Until present, one of the key requirements for teaching at the secondary school level was the Certificate of Pedagogical Specialization, CAP, established by LGE (see 4.3). This system dated back to 1970 and there was an urgent necessity of adaptation of the Certificate for the current needs of the educational system. The new title (accepted by the Ministry Council in

January 2004) is regulated by the Law of Quality of Education, LOCE, with the objective of improving the quality of teacher training in Spain, both initial and in-service.

The new course consists of theoretical and practical part. It will take two years to complete the two parts. There will, however, be a possibility of incorporating the theoretical phase to the university studies (this possibility did not exist in the old system). The new title will be recognised on national level and will offer the prospective teachers not only academic background in the subject they are going to teach but also pedagogical and didactic training. The academic phase will include subjects common for all the specializations, subjects specific for each specialization and complementary or optional subjects. The period of practice will start after completion of the theoretical phase. The teaching practice will be tutored by a Qualifying Commission (each student will have his/her own tutor) and its minimal length is set to 3 months. This period will include a Training Course (*Curso de Formación*) consisting of at least 12 ECTS. Having finished the practical part with a positive evaluation, the student will present a Didactic Project. Once the Qualifying Commission approves of the project, the student will be awarded the Certificate of Pedagogical Specialization (*Titulo de Especialización Didáctica*, TED)

7 Organization of the study

As has been noted in the Chapter 5, the aim of this study is not making a fully comprehensive analysis of the whole systems of the teacher training in the three countries. The centre of attention will be the university institutions, where I was either directly involved as a student or which I visited during my study stays.

In the analyses of the study programmes leading to teaching in the Czech Republic, we will concentrate on the education provided by the faculties of education rather than the option of receiving the training at the philosophical faculties. Out of the two possibilities of teacher training in Norway- university degree in the subject/s of specialization + one-year course of Practical Pedagogical Education (PPU) or four-year General Certificate in Teacher Education- we will focus on the second alternative. Marginal attention will be also paid to the PPU course. The focus of the analysis of the Spanish teacher education system will be the subject studies at the philosophical faculty + Certificate of Pedagogical Specialization, CAP/ TED.

It might be strange that the comparative analyses focuses on such distinct undergraduate programmes as those offered by philosophical faculties on the one hand and faculties of education on the other hand. This fact has a simple explanation. All these programmes (and in some places- Alcalá de Henares in Spain, Østfold region in Norway- they are the only ones) have one objective in common: the teacher training for the secondary level. It can be said that

all the three teacher education institutions analysed in this paper train teachers for teaching children aged 11-16. In addition, both in the Czech and the Spanish system (at the above mentioned institutions), the teachers get qualification for the upper secondary level (age 16-18/19) as well. In Norway, an extra one-semester in-depth course (*melom fag*) is required in addition to the foundation course (*grunn fag*) for teaching at upper-secondary level. Even though some *melom fag* studies are offered by the faculties of education and can be incorporated into the studies, this is not the case of English at the Østfold University College (offered at Faculty of Social Sciences). For this reason, we will pay only marginal attention to this course and therefore the centre of the attention in this study will be the comparison of the teacher training for the lower secondary level.

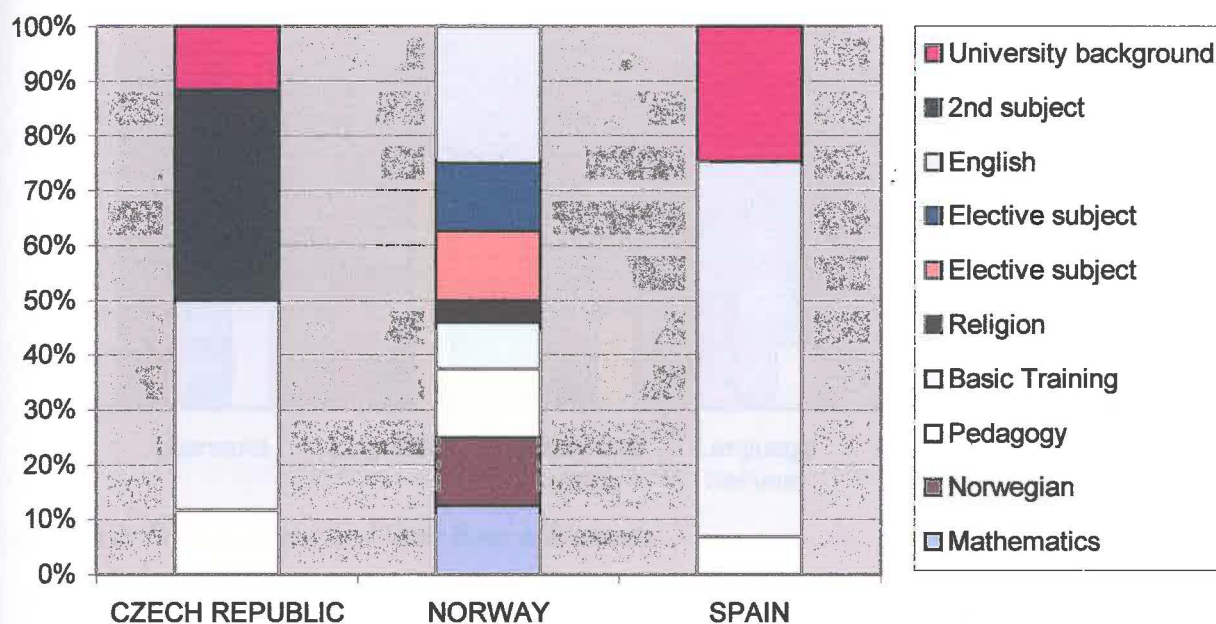
7.1 General structure and curricular organization of the study

It is interesting to compare the proportion the subject studies in the whole study programme (see Graph 1). It is obvious that the greatest proportion of the subject matter (in our case English) is observed in Spain. This is due to the fact that the students are trained only in one subject (on contrary to the so-called *dual qualifications* in the Czech Republic and Norway, see Chapter 3). In Norway, on the other hand, the proportion of the subject studies is the smallest due to the organization of the study where the general subjects common for all the students represent over 1/3 of the whole study.

The psycho-pedagogical element has approximately the same representation in the Czech Republic and in Norway (approximately 1/8 of the whole study in both cases). In Spain the psycho-pedagogical element is considerably smaller (only 7 % out of the whole study programme), which is related to the fact pedagogy is only studied during the second phase of the teacher training (see *two-phased models*, 3.2) The teaching practice has not been included in this comparison and will be treated separately in 7.4

The *university background* is a category explicitly included only in the Czech and Spanish graph. In both cases this category involves courses common to all the students of the given faculty. At the Czech faculty of education, they are organised into the so-called "common core" module present in both cycles of the study. This module includes courses on compulsory (e.g. *Czech language, Anthropology, Philosophy for the field of pedagogy*, etc.) as well as optional basis. At the Spanish philosophical faculty, out of the "common core courses", only Spanish language and one foreign language and its literature are studied on compulsory basis. In addition, in both cycles of the study the student is required to make choice from the so-called "free election courses". At the Norwegian Faculty of Education, the courses common to all students of the Faculty are studied over two years (including

pedagogy) and they represent exactly one half of the ECTS credits obtained in the whole course of study. Nevertheless, they are not only conceived as a part of general university education of the prospective teachers but they are also aimed at training the prospective teachers for teaching these subjects.



Graph 1: General structure of the study programmes. The proportions of subject studies, pedagogy and "university background" courses in the whole study programme (teaching practice is not included).

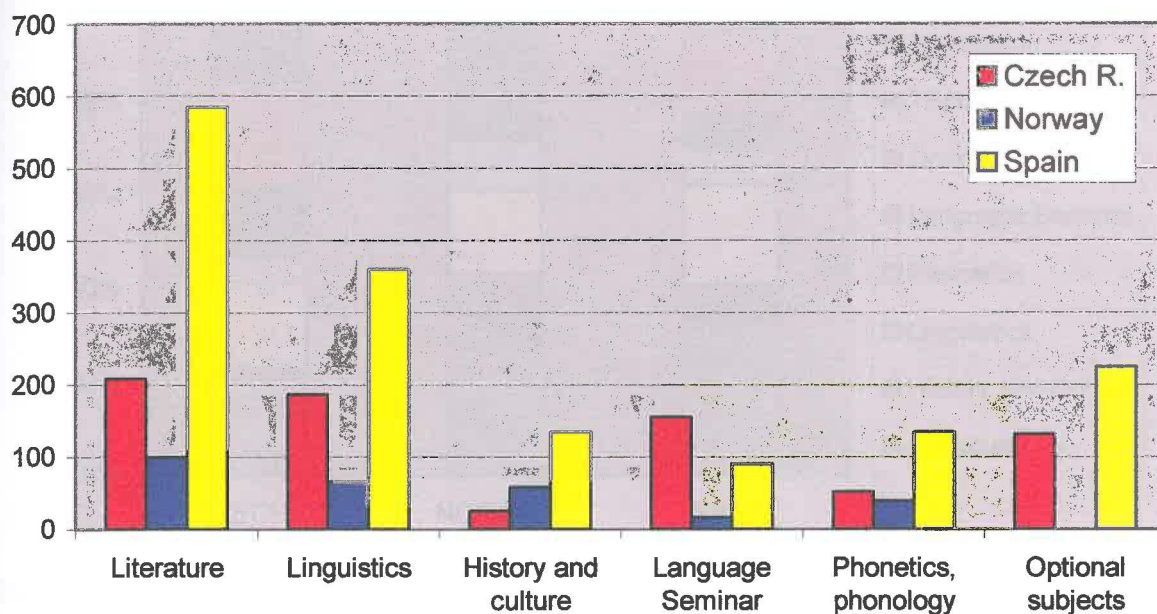
Note: Under "pedagogy" understand all the courses offering a psycho-pedagogical background.

7.2 Subject content studies

The following graph shows the hour allotments of the main subject areas. There are great differences in the total hour allotments of these subjects, which are studied (with the exception of the optional subjects) at the three faculties, spanning from 280 hours in Norway to 1750 hours in Spain. Phonetics and phonology, in spite of being linguistic disciplines, is treated separately due to its special importance in the training of a prospective teacher. TEFL Methodology was not included because this subject forms a part of the professional training and will be treated with more detail in a separate sub-chapter (7.3). In addition to the analysed compulsory courses common to the three faculties, there are some courses, which are unique (at least on the mandatory basis) to the individual faculties. These include the translation course in the Czech Republic and the history of the English language in Spain.

It is also necessary to point out that each subject area falls into two or more courses, with the exception of Norway where the small extent of the English programme does not permit any

further division. On the other hand, history and culture is included into the *British and American studies module* and is studied hand in hand with literature.



Graph 2: Subject areas and their hour allotments

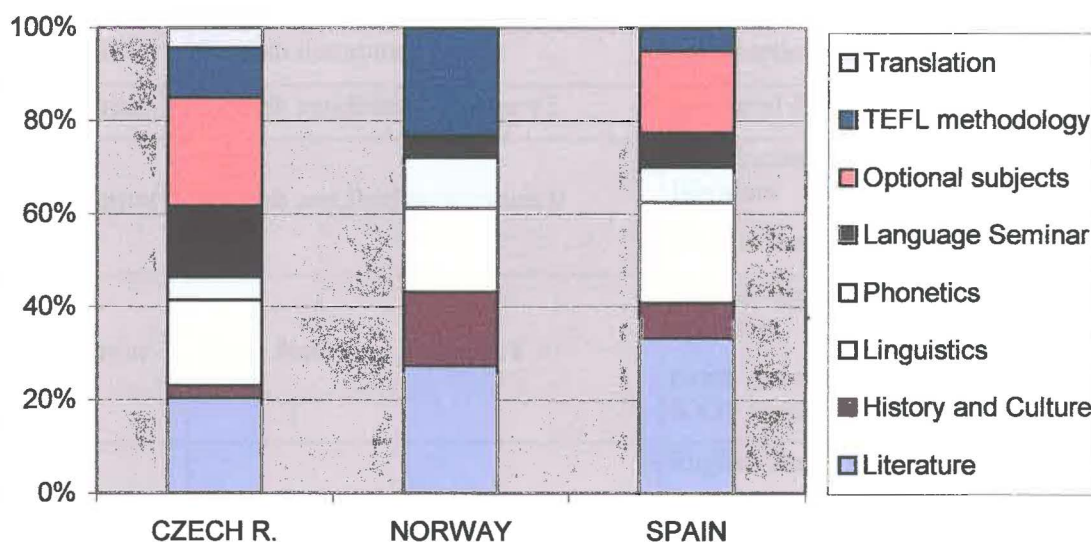
The graph shows a clear dominance of the hour allotments of all the subject areas at the Spanish Philosophical Faculty with just one exception: the Language Proficiency Seminar, where the Czech Faculty of Education is in the lead. Worth noting is also the fact that the Czech Faculty is far behind the Spanish and even behind the Norwegian in the hour allotment of history and culture.

Given the great differences in the total hour allotments of different subject areas, it is also necessary to look at the proportion of each of these areas in the whole of the subject studies.

The comparison of the following graphs shows a clear dominance of literature at the Spanish faculty, where the literary seminars make up approximately 1/3 of all the subject studies. This strong literary orientation of the studies is obviously connected to the fact that the faculties of humanities are generally more focused on the development of the literary and cultural competence. The smallest proportion of literary disciplines, on the other hand, can be observed at the Czech Faculty of Education, where literature constitutes only 1/5 of the subject studies.

Conversely, the Czech Faculty of Education has the most balanced proportion of the literary and linguistic disciplines. The dominance of the Czech Faculty in the hour allotments of the Language Proficiency Seminar has been mentioned above. Worth noting is also the representation of the optional subjects in the total of the subject studies. The Czech students

seem to have the greatest freedom in this respect. Attention should be also drawn to the proportion of TEFL Methodology. This area will be dealt with in the following sub-chapter.



Graph 3: The proportion of the subjects in the whole study programme of English.

7.2.1 Literature

As noted above, literature is the most accentuated at the Spanish University. The literary courses are the most numerous (13, compared to 8 in the Czech Republic) and they have the greatest hour allotment (585 hours, compared to 209 hours in the Czech Republic). The following figure shows the distribution of the individual courses in the study. Interesting is the organization of the courses in Spain, where each course is dedicated to a certain period in the literary history, as well as the parallel coverage of the British and American literature. There are two extra courses in the Czech Republic dealing with the children's literature and didactics of literature.

In Norway, the prospective teachers study literature within the British and American studies module at the Faculty of Social Sciences together with the students involved in a three-year programme in English and social sciences. The content of the subject is the same for the two student groups, only the requirements differ. A week's hour allotment of this "literary-cultural" course is 7 hours (6 hours of lectures+ 1 hour of seminar). The total hour allotment of this course is 158 hours, which equals almost $\frac{1}{2}$ of the total hours at the College (teaching practice excluded). The first semester is dedicated to the British studies and the second semester to the American studies. Integrated to the module are also some elements of children literature and didactics of literature.

Year	Semester	Czech Republic	Spain
I.	Winter	Introduction to literature	Theory of literature
	Summer	English literature	Introduction to English literature
II.	Winter	English and British literature I	Medieval English literature
	Summer	English and British literature II	Introduction to North American literature English Renaissance literature
III.	Winter	North American literature I	English literature of XVII and XVIII centuries North American literature of XVII and XVIII centuries
	Summer	North American literature II	English literature of XIX century North American literature of XIX century
IV.	Winter		English literature of XX century (1 st half) North American literature of XX century (1 st half)
	Summer		English literature of XX century (2 nd half) North American literature of XX century (2 nd half)
V.	Winter		
	Summer	Children literature English through literature	

Fig.3: Organization of the literary disciplines

7.2.2 History and culture

This area is given very little space in the study programme in the Czech Republic: only 26 hours compared to 135 hours in Spain. In Norway, history and culture is studied through the British and American studies module (see 7.2.1.). The development of the cultural competence of English students in Norway is supported by the existence of Norwegian study centre in York, England. A two weeks study trip is organized to this institution in the autumn semester. As the expenses connected with the trip have to be covered by the students themselves, the participation in this trip is optional. However, the English studies at this institution are free of charge for the Norwegian students. Such a possibility does not exist for the Czech and Spanish students and the study stays in the English speaking countries are confined to the Socrates-Erasmus Exchange Programmes, where the number of places is rather limited.

7.2.3 Linguistics

As the Graph 3 show, the linguistic disciplines constitute approximately 1/5 of the total hour load of the subject studies at the three faculties. The hour allotments span from 66 hours in Norway to 360 hours in Spain.

Whereas in Norway, linguistics is covered in a single subject, *Grammar* (mostly dealing with syntax), at the Czech and Spanish faculty linguistics is distributed to 9 and 8 courses respectively (see Fig.2). In both cases, there is an introductory linguistic course in the first year and then the incorporation of the courses follow a logical sequence from morphology to text linguistics (or *Discourse Analysis* in Spain). In Spain, morphology and syntax are covered by one two-semester course, while in the Czech Republic they are dealt with separately. Each faculty incorporates one course, which is not included at the other faculty, i.e. *Socio-linguistics* at the Czech faculty and *Descriptive Models* at the Spanish faculty. The content of the latter is, however, partly covered within the *Introduction to Linguistics* at the Czech faculty.

Year	Semester	Czech Republic	Spain
I.	Winter	Introduction to linguistics	
	Summer	Morphology I	Linguistics
II.	Winter	Morphology II	Morphology and syntax I
	Summer	Lexicology	Morphology and syntax II
III.	Winter	Syntax II	English Grammar: lexicology and semantics
	Summer	Syntax II	English Grammar: pragmatics Descriptive models of English language
IV.	Winter	Text linguistics I (text cohesion, stylistics)	Discourse analysis I
	Summer	Text linguistics II (pragmatics)	Discourse analysis II
V.	Winter	Selected chapters from linguistics (Socio-linguistics)	
	Summer		

Fig4: Organization of the linguistic disciplines

7.2.4 Phonetics and phonology

The comparison of the hour allotments of this discipline brings very striking results. Phonetics is allotted the greatest number of hours in Spain- 135 hours, this number overcoming more than 2.5 times that of the hour allotments of phonetics in both the Czech Republic and Norway. Quite striking is also the fact that both in the case of the Czech Republic and Spain, phonetics is studied only in the first year.

7.2.5 Language Proficiency Seminar

As mentioned above, the development of language as such has the greatest space in the study programme in the Czech faculty of education (156 hours). It is a compulsory subject during 6 semesters and is taught at CAE level and mainly focused on the development of the 4 basic skills. Its weekly hour allotment is 2 hours and the total hour allotment 156 hours. Writing seminars, which aim at the development of the writing skills, is an optional subject.

At the Spanish Philosophical Faculty, there are 3 one-semester courses that aim at the skill development, all incorporated in the first year of study. *English language I and II* develops the 4 skills whereas the other subject, *Text analysis and production*, is more writing-oriented. The total number of hours allotted to these 2 subjects is very close to that of the Czech Faculty of Education (135 hours), the principal difference being in the division into semesters. In Norway, there is no subject of this kind incorporated into the study. Out of the four skills, explicitly trained is only writing, the hour allotment of the writing seminar being 17 hours.

7.3 Methodological element

Our main objective here will be to discuss the division of TEFL Methodology into semesters and the hour allotments of this subject. Additionally, we will also discuss the syllabuses of this subject in the three countries.

7.3.1 Distribution of the TEFL Methodology courses

The analysis of the organization of TEFL methodology should probably start by pointing out the most fundamental differences in the three countries. Firstly, at the Spanish Faculty of Humanities, TEFL methodology is only an optional subject, which of course corresponds with the philological orientation of the study. This also means, however, that a student who decides on taking the post-gradual course of teacher education (CCP) is not required to have any previous knowledge of TEFL methodology and not even of any general didactics. A teacher trained in this way receives only one year of methodological training. The same is the case of Norway, where methodology is either incorporated into one-year foundation course or, in the

case of graduated students, into the one-year Practical Pedagogical Education course. A student of the Czech Faculty of Education, on the other hand, is introduced to methodology in the third year of the study. In this way, the student can integrate theory and practice from a relatively early stage in the education. Worth noting is also the fact that TEFL methodology is distributed into several subjects according to their contents: Introduction, Teaching Methods, Teaching Techniques, Theoretical Issues. The course of Introduction to TEFL methodology, for instance, is endowed only by 1 lesson per week compared to 3 lessons per week of the same subject in Spain. Including the optional subjects, there is no fundamental difference in the total hour allotment of TEFL methodology in the Czech Republic and Spain, in Norway the hour allotment being only half of that in the other two countries. In Norway, nevertheless, there is strong incorporation of methodological elements into other, linguistic, literary and cultural, disciplines. For example, in phonetics, a great emphasis is put on the pronunciation problems of Norwegian learners. Integrated into the course are also several seminars on teaching young learners and seminars led by teachers from the school centres where the students are placed for their teaching practice. This leads to a greater integration of the theory and practice.

Year/Semester		Czech Republic	Norway	Spain
I.				
II.	Winter			
	Summer			<i>Introduction to Methodology * - 45 hours</i>
III.	Winter	TEFL Methodology I- 13 hours		<i>TEFL Methodology I*- 45 hours</i>
	Summer	TEFL Methodology II-13 hours		<i>TEFL Methodology II*-45 hours</i>
IV.	Winter	Teaching Methods-13 hours Teaching Techniques-26 hours	TEFL Methodology-35 hours	
	Summer	Teaching Methods-9 hours Teaching Techniques-18 hours <i>Methodology Seminar I-Optional-26 hours</i>	TEFL Methodology-50 hours	
V.	Winter	Theoretical Issues in methodology-18 hours <i>Methodology Seminar II-Optional-18 hours</i>		TEFL Methodology in CCP- 30 hours

	Summer			TEFL Methodology in CCP- 30 hours
Total	Compulsory	110 hours	85 hours	40hours
	Optional	44 hours	---	135 hours
	Total	154 hours	85 hours	175 hours

Fig.5: The distribution of the TEFL Methodology courses in the study

7.3.2 Syllabuses of the TEFL Methodology courses

To a great extent, the syllabuses of the TEFL methodology are similar in the three countries. This analysis will be confined only to the most significant differences. For example, in Norway, the course is focused entirely on the practical element of teaching. Very little space is given to the educational theory in general and the historical development of the teaching methods is not covered at all. In comparison to the other two countries, given the limited extent of the course, the topics are usually dealt with in less depth. For example, the teaching four basic skills is covered in three three-hour sessions compared to the whole semester in the Czech Republic. On the other hand, as mentioned above, methodology outreaches to other subject areas. Integrated into phonetics and grammar lessons are seminars such as Phonetics in the classroom, Grammar in the classroom, and Advice for Norwegian learners, etc. The seminars at the Faculty are also more connected to the teaching practice and meetings with project partners and mentors are integrated before and after the practice as well as group work on the assignment related to the practice. Such a close link between theory and practice and between disciplines is an element missing in the other two countries.

7.3.3 Organization forms

As concerns the division of lesson between theory and practice, i.e. lecture and seminar, there are no sharp borders between the two forms in neither of the countries. A widely used form in the Czech Republic is the so-called microteaching or peer teaching. This organization form is used from the very beginning of the methodology lessons and simulates the class-like situations. The peer teaching is usually immediately followed by the student's own reflection on the activity and a whole-class analysis, both done orally. The preparation for the peer teaching takes place at home. In Spain, peer teaching is also an important element of the methodology lessons and the follow-up takes very similar forms as in the Czech Republic. The preparation, nevertheless, is done at least partly in the lessons and usually in pairs or groups of three. In Norway, this kind of "teaching practice" plays a relatively a minor role. However, the group work and collaboration is stressed in relation to the project.

7.3.4 Evaluation and Assessment in the TEFL Methodology

In all three institutions, there is some kind of continuous assessment: it has either form of minor tasks (preparation of activities for the lesson) or semester papers. The final assessment takes different forms: In the Czech Republic, there are two oral examinations (in the seventh and ninth semester) and state examination (also oral), which is divided into theoretical and practical part. For the state examination, the student is required to bring all the materials produced in the TEFL methodology courses. These materials include files of activities, lesson plans, observation sheets, etc. The student is allowed to use these materials in preparation for the practical part of the exam. In Norway, TEFL methodology forms a part of the final oral examination. The student has to present a project related to the teaching practice. In pre-gradual optional courses in Spain, the examination is done either in written form (Introduction to Methodology) or the student has a choice between written examination or more complex portfolio (Methodology II). The latter is also the case of the post-gradual course.

7.4 Teaching practice

7.4.1 Czech Republic

The teaching practice is organised into several phases. The first contact with the school reality is taken in the third year and the teaching practice is incorporated into all the rest of the study. As the student receives a simultaneous training in two subjects, the teaching practice takes place in both subjects. The actual TP in the specialization subjects is preceded by so-called psycho-pedagogical practice and lesson observations, both organised in the third year

Psycho-pedagogical practice

The psycho-pedagogical practice forms a part of the psycho-pedagogical module in the first cycle of the study (3rd year). This practice takes place at primary schools and its hour allotment is 78 hours. The practice is complemented by a course of School Psychology and Pedagogy, taking place at the faculty. This course is partly dedicated to discussions based on the experience from the practice. The aim of this practical period is to make student familiar with the school centre and its functioning. During the practice, the student should be allowed to see all the documentation of the school and should be explained some formal issues connected with teaching. Major part of the practice is dedicated to the observation of lessons of all subjects and in all grades from the 1st up to the 9th. The students are supposed to teach one lesson on their own.

Tasks connected with the practice:

1. Case study of a student based on an interview with the pupil and his/her teacher.

2. Classroom case based on a sociological study of the pupils' popularity in the class and the general class atmosphere.
3. School case. Overall evaluation of the school.
4. Lesson plan for the lesson taught.

Lesson Observations

The observations of the lessons of the specialization subject precede the actual teaching practice and take place from the 5th to 7th semester. For a part of this practice, the students are in charge of finding the schools (it should be both primary and secondary school) for realization of this phase of the practice on their own.

Tasks connected with the practice:

1. Observation sheets filled in for all the lessons observed
2. Interview with the teacher whose lessons were observed (the record of answers to the self-invented questions).

Semester	Czech Republic	Norway		Spain	
	Teacher Education Faculty	General Certificate in Teacher Education	BA or MA* in English + PPU	MA in English+ CCP	MA in English+ TED
1 st		Common core subjects – 6 weeks			
2 nd					
3 rd					
4 th					
5 th	Psycho-pedagogical practice (1 semester- 78 hours) English- Lesson Observations (1 day)	Elective subject (2- 4 weeks)		Optional- Within optional course of methodology- English Longitudinal Teaching Practice- (15 hours)	Optional- Within optional course of methodology- English Longitudinal Teaching Practice- (15 hours)
6 th	English- Lesson Observations (1 day)				
7 th	English- Lesson Observations (1 day)	English- Continuous Teaching Practice	English- Continuous Teaching Practice		

		(1 week)	(4 weeks)		
8 th	English – Continuous Teaching Practice – primary school (2 weeks) 2 nd subject – Continuous Teaching Practice – primary school (2 weeks)	English-Continuous Teaching Practice (2 weeks)	English-Continuous Teaching Practice (8 weeks)		
9 th	English-Continuous Teaching Practice- secondary school (2 weeks) 2 nd subject- Continuous Teaching Practice- secondary school (2 weeks)				
10 th				50 hours	3 months

Fig.6: The distribution of the teaching practice into the semesters.

**The option of BA+ PPU is shown here, in the case of MA+PPU, the teaching practice takes place in the 11th and 12th semester of study.*

Teaching practice is subject studies

The teaching practice in English is organised into two blocks within two semesters: The teaching practice in the second stage of primary school takes place in the summer semester of the fourth year and in the following semester (winter semester in the 5th year) the teaching practice at secondary schools is realized. Each teaching practice is allotted 2 weeks and there is a break of one month from the regular teaching at the faculty, so that the teaching practice in the second subject could be incorporated as well. In some cases, if the two different departments of the faculty have an agreement with the same school and if the students wishes to realize the teaching practice of the two subjects at the same school, the teaching practice runs over to one month of length and the student teaches simultaneously the two subjects. During this practice phase, the students are supposed to observe some lessons taught by their supervisor in the classes the student is going to teach. The majority of the observations should take place before the actual teaching and the student should see at least 10 lessons within each practice. The required number of lessons taught by the student is 10 in the case of primary school and 12 in case of secondary school.

Tasks connected with the TP:

- Lesson plans

- Observation sheets
- Teaching materials
- Self-reflection on the teaching practice

This documentation has to be complemented by the evaluation of the student by his/her supervisor.

7.4.2 Norway

As noted above, in the teacher training leading to the General Certificate in Teacher Education, students take different subjects throughout the study. Each part of the training has the same amount of teaching practice included, which enables the student to obtain quite good teaching experience. The English programme disposes of one week of teaching practice in the winter term and two weeks in the summer term. The students are placed to the schools in small groups (usually of 3-6 students) and they are supposed to collaborate on the preparation of the lessons.

In Practical Pedagogical Education, approximately one half of the teacher education programme is devoted to practice in schools. The 12 weeks of teaching practice is divided to 4 weeks in the autumn semester and 8 weeks in the spring semester. At the beginning of the first semester, the students are divided into groups of 4-6. They realize the practice in these groups during the first semester, whereas in the second semester, the students teach in pairs or individually. Before the first teaching practice, students, in their groups, meet the tutor from the school. Students should teach 8- 10 hours a week.

The main focus in the reformed programme is the organizational and learning perspectives by the use of information and communication technology (ICT). From 2003 on, the schools are organised into a partnership web site designed to assist schools, teachers and student teachers building networks and collaborating on case study work, school development work or in-service training linked to ICT-pedagogy.

One of the key requirements in the programme is a learning portfolio based on a set of assignments in the various subjects the students attend. This portfolio work is a basis for the final exam. The portfolio has three main functions: a) learning activities significant for classroom teaching, b) design and production of portfolio assignments (texts and pictures) and c) reflection on learning activities and portfolio assignments. Students collect these assignments into so-called working portfolio. What follows is the preparation on so-called presentation portfolio, in which the students select pieces of their work.

7.4.3 Spain

In *Filología Inglesa*, the teaching practice is not a compulsory part of the study. It is only compulsory for the students taking the optional subject *Methodology I* in the second cycle of the study. The teaching practice is only incorporated to the programme of this course on the initiative of the teacher of this subject; it is not officially established in the curriculum. This teaching practice takes place at the secondary schools and integrates 15 hours of teaching.

Teaching practice in Course of Pedagogical Specialization

In CAP, the teaching practice counts for 100 hours in total. Half of this time is devoted to the teaching practice itself while the other 50 hours to the personal preparation, including the analysis and evaluation of the teaching practice and elaboration of a Didactic Unit. The actual teaching practice consists of 2 phases: 10 hours of observation and 40 hours of teaching (so-called "putting into practice phase"). The recommended scheme for the second phase is the following: 8 hours of preparation of lessons (planning, materials, activities), 12 hours of elaboration of the Didactic Unit, 10 hours of teaching in different groups (of the same or different level), 3 hours of participation in tutoring sessions, 7 hours of evaluation of the teaching-learning process and 10 hours of participation in the activities organized by the centre (teachers' meetings, school council).

Evaluation

There is a guide for the evaluation of the teaching practice. Its maximum length is set to 30 pages. It should consist of 3 parts:

1. Description of the centre
2. Description of the activities done
3. General evaluation of the teaching practice and CAP

The new title of pedagogical specialization (Título de especialización didáctica), which will become efficient in the next in the academic year 2006/2007, counts with the incorporation of three months of teaching practice at secondary schools. Simultaneously with the practice, a so-called Training Course will take place at the Institute. This course will count for 12 credits and it will consist of three parts: Firstly, General Didactics and Educational Organisation. This subject will represent 1/3 of the total of 12 credits: 2 theoretical and 2 practical. It will contain lectures on school organisation in the educational centres and observation and analysis of the functioning of the Centre. The remaining 2/3 of the credits (8) of this course will be allotted to the didactics of the subject of specialization. In didactics, the main focus

will be on the practical component (6 out of 8 credits) and the main parts of the syllabus will include preparation of didactic units and materials, measures of support, reinforcement and curricular extension.

7.4.4 Comparison

There are not so many differences in the teaching practice in the three countries as far as the extent of the practice is concerned. What differs more is the type of organization of the practice. Here again, there is a difference between the concurrent model of teacher training (Czech Republic and Norway- in the case of the training through universities), in which the teaching practice is integrated into the study of the subject specialization, and consecutive type of teacher training (Spain, Norway- in the case of the training through universities), which places the teaching practice to the last stage of the teacher training. A bit special is the case of the university colleges in Norway. There, the teaching practice takes place throughout the whole course of study; firstly being part of the syllabuses of the pedagogy course as well as the general courses common to all Faculties of Education students and secondly, the TP is realized in the elective subjects in the third and fourth year. It follows from this that the total number of the weeks spent on the teaching practice (16-20) is the highest in this type of teacher training. Similarly, if we sum up the psycho-pedagogical practice in the 3rd year (1 semester, 78 hours) and the practice in the second specialization subject to the TP realized in English, a Czech student will also go through a reasonable amount practice. Such element as the psycho-pedagogical practice preceding the subject specialization practice is missing in the Spanish system.

If we consider the teaching practice in the specialization subject by itself, we will get quite a different comparison. While the consecutive models of teacher training include quite a large amount of teaching practice in the specialization subject (3 month in both Norwegian and Spanish system), the number of weeks allotted to the teaching practice in both teacher education faculties, which are the subject of this study, is rather limited (to 4 weeks in the case of the Czech Faculty of Education and 3 weeks at the Norwegian Faculty of Education).

Before the practice

There are different ways of introducing the trainee into the teaching reality. The Czech and the Spanish system do it through observation of the lessons. In the Czech Faculty of Education, these observations take place from 5th to 7th semester and are of one day's duration. Later on, the trainee's teaching is immediately preceded by the observation of 10 lessons taught by the his or her supervisor. This is also the case in Spain. In Norway, the pre-practice stage consists of several meetings of the study groups with the supervisor, organized

either at the faculty or the school centre. During these meetings, the supervisor explains some important things about the particular class the students are going to teach, materials used with the class and other issues the students should be aware of before starting to teach. In the second semester when the students are in charge of a larger project to be done with the class, discussion over this project take place during the sessions with the supervisor.

During the practice

All the systems naturally count with some kind of evaluation and assessment of the lessons with the supervisor during the practice as an immediate feedback on the teaching process. In the Czech Republic, for instance, the time devoted to the lesson analysis with the supervisor is set to 6 hours per one teaching practice block. What might be of special interest for a comparison is whether or not any related course, where some space would be given to discussion and feedback on the practice, is taking place at the faculty simultaneously with the practice. Such type of simultaneous organization is observed (in the case of the practice in English) only in Spain. In CAP, theory and practice go hand in hand, with the practice period stating somewhat later. Even though the new Course of Pedagogical Specialization (TED) establishes as the requirement for the access to the practical phase by the completion of the theoretical phase, the so-called Training Course (*Curso de Formación*) at the Institute of Educational Sciences (ICE) complements the practice at school. The Czech system counts with such kind of integration only in the case of the psycho-pedagogical practice. This first practical period is complemented by the course of School Psychology and Pedagogy. In this discussion, it is, however, important to take account the distribution and the mingling of theory and practice. Whereas in Spain the practice is organized in one lot and is the last component of the training, in both the Czech Republic and Norway, the practice is divided into blocs (each in a different semester) and is followed by a period when regular teaching takes place at the faculty. There is, therefore, enough space for feedback and reflection on the practice between these blocs and on the completion of the practice.

After the practice

The assignments connected to the teaching practice

There are also some differences in the assignments the students have to submit after the practice. In Norway, the main stress of the reformed system of teacher education is put on the project work, which is together with the ICT learning one of the key requirements, both in the foundation course and PPU. Of course, some project elements are also present in the other teacher education systems. Like in Norway, both the students of the Czech Faculty of Education and the Spanish students of CAP are supposed to hand in a portfolio of some kind.

These portfolios to a certain extent vary in the content. All students, however, have to elaborate a school case, an overall description of the school centre where the teaching practice took place. In addition, the Czech and Norwegian portfolio contents coincide in the pupil's case and classroom case, these assignments being the principal requirements in the psychopedagogical practice of the Czech students. In this way, these more psychologically oriented tasks are separated from the assignments more focused on methodology, which are more emphasised in the practice in English as a subject of specialization, and therefore students can centre more their attention on them. This may be seen as a clearly positive fact. All the three systems also coincide in the requirement of a reflection document. Whereas in CAP this task is not very much specified and is conceived more as an overall evaluation of the teaching practice and CAP in general, both the Czech and Norwegian university centres stressed the self-evaluation and learning progress during the practice as the key elements of this document. In the Norwegian PPU, too, an overall reflection on the learning outcomes and experiences during the education had to be included. This seems to be an important component part in the consecutive systems of the teacher education and any such requirement is missing in the Czech Faculty of Education as a representative of the concurrent system in this study.

In all the three systems, delivery of some methodological documentation was required. In the Czech Faculty of Education, lesson plans of the lessons taught together with some teaching materials from both practice periods had to be handed in. In addition to this, several observation sheets based on the lessons taught by the student's supervisor were required. In Norway, a student was given a bit more freedom as concerns the processing of the methodological material. These assignments are conceived as optional tasks, so that their content is open to the decision by the students themselves. Their importance is increased by the fact that they are worked with in the ongoing seminar work. The possibility of using the materials from the practice in the after-practice period in the university centre can be seen a clear advantage of such type of organization of the course. As has been discussed above, such a period is missing in the Spanish CAP and even the new title (TED) does not count with its incorporation. The conception of the elaboration of the methodological material has, however, undergone a significant change. Whereas, the CAP requires only a description of the activities done at the practice and an elaboration of a didactic unit, the TED incorporates a whole didactic project as a one of the conditions for the acquirement of the title.

Individual practice versus group practice

In Norway, a greater importance is given to collaboration between the students during the practice period as compared to the other two countries, where the students realise their teaching practice on their own. In both Foundation Course and Practical Pedagogical Education course, the students are divided at the beginning of the first semester into so-called study groups of 3-6 students, in which they are placed to different school centres. Students are supposed to work as a team on the preparation of the classroom activities. In the first semester, they teach usually in pairs smaller groups of students, whereas in the second semester, more space is given to the individual teaching and collaboration is stressed in the preparation of the project presented in the class.

7.5 Pedagogical element

The concurrent model of teacher education existent in the Czech Republic incorporates the psycho-pedagogical preparation into both cycles of the study. In the first cycle of the study, there are two compulsory modules: *Basic psycho-pedagogical module* (counting for 117 hours) and *Clinical psycho-pedagogical module* (counting for 130 hours). The later falls into two courses: *School Pedagogy and Psychology* and *Psycho-pedagogical practice*. In the second cycle of the study, there are two modules again- Psychological and Pedagogical-and the student has to choose one optional subject from each (total of 78 hours). The total number of hours of the psycho- pedagogical preparation is 325 and there is a requirement of passing 5 examinations and 1 classified credit.

In the Spanish CAP, there are several subjects, which are common for all the students regardless their subject specialization. The specialization is done only through the didactics of the given subject. These common courses or rather modules are: *Psychology*, *Social Sciences* and *Organization of School Centre*. Given the length of the course (5 month) and the week hour allotment for the course (6 hours), there is a total of 40 hours allotted to each module. The module of psychology includes 3 courses: *Attention to Diversity*, *Tutoring and Educational Orientation in the Secondary School Teaching* and *Basic Psychological Processes*. The *Attention to Diversity* is a relatively new course, including information on teaching students with special educational needs. The *Organization of School Centre* covers the following topics: Educational Institutions, Structure of the Educational Systems (not university education), Periods, Levels and Grades of the Education, Organizational Structure of the School Centre, Systems of Relationships between the Centres, Objectives and Institutional Plans.

This structure is basically maintained in the new system. In TED, the psycho-pedagogical subjects common for all the subject specializations count for ½ (25.5 credits) of the total contents of the course. These 25.5 credits are almost equally divided into the following 4 subjects: 1.Design and Development of Curriculum, School Organization, 2. Evolution Psychology and Psychology of Education, 3. Educational Investigation and Informational and Communicational Technologies, 4. Sociology of Education.

The Norwegian PPU course distributes the total of 60 credits into two subjects: *Pedagogy* and *Didactics*. The Teaching Practice forms an extra subject. The theory is divided into 11 weeks in the winter semester and 6 weeks in the summer semester. The two practice periods are included in the middle of each semester, thus dividing the theory into 4 theory periods. In the course of *Pedagogy* the students work, as it was the case in the teaching practice, in their basis groups of 4-6 students and there is also focus on the ICT learning.

8 Elaboration and implementation of the questionnaires

8.1 General Methodology

This study will be one of a comparative type. Situation in the initial teacher training in three countries will be compared and contrasted. The analysed study content will be complemented by a questionnaire inquiry, which led to triangulation of data, i.e. technical literature, present study programmes in the three countries, opinion of the students. The questionnaire results will allow both qualitative and quantitative analysis.

8.2 Studied groups

1. Universidad Alcalá de Henares, Spain

- A. Students of the third and forth (last two) year of studies in English Language and Literature at the Faculty of Humanities
- B. Students of the third (final) year of the Specialization in Foreign Language (English) at Faculty of Education
- C. Students of the one-year postgraduate Course of Pedagogical Specialization (CCP), specialization in English, at the Institute of Educational Sciences of the University of Alcalá de Henares

2. Østfold University College, Norway, Faculty of Education

- Students of the one-year foundation course in English language and literature

3. Charles University of Prague, Czech Republic, Faculty of Education

- Students of the fifth (final) year of the studies in English Language and Literature

8.3 Data collection

Several different versions of a questionnaire (see Annexes) have been used as the main research method in this study. The major part of the questions in each questionnaire was nevertheless, focused on the same aspects so that a comparative and contrastive analysis could be made.

All the groups were asked to fill in the questionnaire during their English lessons. This stage was preceded by asking the particular teachers giving these lessons for permission to carry out this part of the research in their teaching time.

Although it would be ideal if the questionnaires were identical in all five university institutions in the 3 countries, it was necessary to adapt the individual questionnaires to the concrete conditions at the different institutions. Some data cannot therefore be compared but will rather help in describing the situation in the given university institution. It is also necessary to note that the preparation of the questionnaires was a continuous process (no source was used) and the questionnaire developed in form and content throughout the two years as my experience with the questionnaire construction increased. A correlation between the data obtained in the three questionnaires (1A, 2, 3) crucial for the purpose of this study will still be possible in a number of areas:

1. General questions
2. Out-of school activities related to English
3. Self- assessment in different areas
4. The importance of various subjects for a future teacher
5. Evaluation of the study at the institution
6. Evaluation of the system of study
7. Questions related to teaching

The results of the questionnaires 1B and 1C will only serve as a complementary source of information (see Additional results, 8.9.)

All the questionnaires were anonymous and contained a variety of question types:

- Closed questions of the multiple-choice type (where one or more answers can be selected)
- Questions with Likert type of scale answers

- Questions where relevant information was to be filled in
- Open questions with the possibility of making one's own comments
- Ranking questions

All the data was collected in the range of 2 years. The first phase of the data collection took place in April 2003 at the University of Alcalá de Henares. In the Østfold University College, the data were collected in January 2004 and the final stage of data collection was realized at the Charles University in Prague in December 2004.

8.4 Aims of the study

The aim of the study in the broadest sense was to see how the students of English at the three university institutions in the three countries evaluate their education. I wanted to find out if there are any major differences in the motivations for the study. Then, I wanted to see which percentage of the students was interested in teaching and to what extent the decision to teach was influenced by different factors. Another objective was to discover how the students assess themselves in different skills and areas of the language (including the cultural competence) as well as the elements directly connected with teaching. I wanted to analyse the results of the self-assessment in relation to the structure of the different study programmes to see whether or not the study structure has any influence on these aspects. Next, I tried to find out the opinion of the students on the importance of different subjects incorporated into the study plans for a future teacher. If I discovered that there are some subjects, which are seen as very little important for a future teacher, a discussion could arise on whether or not these subjects are relevant in the study plans. Additionally, I asked the students which was the proportion of academic knowledge versus practical teaching skills in the course with the objective to find out whether or not they considered their teacher training as too academic. If this was the case, the necessity of reorganizing the study programs should be considered in order to make them more teacher-oriented. To see how the teaching experience was enriched in out-of- university environments, I included questions on the length and place of the "teaching practice" in the students' spare time. The eventual extra teaching experience complementing the compulsory teaching practice should be seen as a definitely positive aspect in the teacher training. Finally, I wanted to learn what the students thought about their systems of teacher training in general. I consider their opinions very important not only in this study, but their voice should also be heard by those who are in charge of the adaptations of the study plans and the educational systems in general.

8.5 Hypotheses

H1 Profession

Taking in account the fact that faculties of education are primarily aimed at training future teachers whereas the philosophical faculties are more focused on training language or literary experts, we can assume that higher percentage of the students of the two Faculties of Education in this study will be aiming at becoming teachers as compared to the Spanish Philosophical Faculty. My estimation is that **over 60 % of the Czech and Norwegian Faculties of Education will have the intention to become teachers.**

H2 Self-evaluation

- a. Considering the fact that in Norway there is strong Anglo-American influence via media and the therefore the contact with English takes place on almost an everyday basis (the films on TV are subtitled, so the children are exposed to English from an early age), it can be assumed that **the Norwegian students will make a better evaluation of their listening skill as compared to their Czech and Spanish peers** (both in the Czech Republic and in Spain, almost all the TV films are dubbed and in Spain dubbing is provided even for films in cinema).
- b. The Spaniards are known for their "Spanglish", they are said to speak a poor English with a bad pronunciation. Is this a true fact or just a myth? We shall suppose that **the Spanish students will be slightly behind their Czech and Norwegian peers in the evaluation of their speaking skills and pronunciation.** Making this supposition, we also have in mind the results of the achievement test in which Spanish pupils scored the lowest (with the exception of France) in oral comprehension (see 4.1. European project called *The Assessment of Pupils' Skills in English in Eight European countries*)

H3 Importance of different subjects for a future teacher

Hanušová (2003) showed that students of the Czech Faculties of Education and Philosophical Faculties assessed TEFL Methodology as the most important subject in the teacher-training curriculum. We will assume that we will get similar results in this study and **both the Czech and Spanish students will consider TEFL Methodology the most important subject in the training of a prospective English teacher.**

H4 Language Proficiency Seminar

We have seen that the seminars devoted to the development of the four basic skills are not very much accentuated, neither in Spain nor in Norway, their hour allotments being poorer

as compared to the Czech Republic. Furthermore, Hanušová showed that students considered the Language Proficiency Seminar the third most important subject. We will assume that **both the Spanish and Norwegian students would welcome an incorporation of a seminar of CAE preparation course type into the study plans.**

H5 Theory versus practice

Given the figures pointed out from the study plans at the Faculty of Education in Prague, which show that theoretical disciplines outbalance the disciplines directly related to teaching (TEFL Methodology, Teaching Practice), it is highly probable that **the Czech students will estimate the proportion of the academic knowledge versus teaching skills is around 60 %: 40 % or more in favour of the academic knowledge.** Considering the fact that methodological element is integrated into all subjects in Norway, it can be supposed that the **Norwegian students will estimate the ratio academic knowledge: teaching skills to be more balanced, around 50 %: 50 %.**

H6 Evaluation of the study model

Czech and Spanish students were asked which model of teacher education they considered better. We can assume the students will have a tendency to evaluate better the system they have encountered during their studies and therefore have more experience with. If this is the case, **the Czech students will be more in favour of the concurrent model of teacher education whereas their Spanish peers will appreciate more the consecutive model (or two phased model) of teacher education.**

H7 Experience with teaching

Given the fact that it is relatively easy in the Czech Republic to get a part time job as an English teacher (both at the state schools and at private language schools) while studying English at the university, we will assume that **the Czech students will have the greatest experience teaching English gained out of the scope of the compulsory teaching practice.** This assumption can also be supported by the fact that Prague, being a capital city (unlike Alcalá de Henares or Halden), offers more teaching opportunities in general.

9 Results and analysis of the questionnaires

9.1 Description of the sample

The questionnaire implemented at the Philosophical Faculty of the University of Alcalá de Henares in April 2003 was completed by 50 students in the second cycle of the study (third and fourth year). This number represents approximately one quarter of the total number of students inscribed in the second cycle of study of English language and

literature. Given the fact that a great number of students does not participate in the lessons (neither the lectures nor seminars are compulsory), the number of completed questionnaires is quite representative. As the questionnaires were implemented during the lessons, the answer rate was 100 %. Complementary questionnaires implemented at the other two institutions of the University of Alcalá de Henares- the Faculty of Education and Institute of Educational Sciences- were completed by 20 and 6 students respectively. In the former case, the sample represents approximately 50 % of all the students of the specialization in English; in the latter case, the sample represents the whole population of the students of CAP, specialization in English.

The implementation of the questionnaire at the Faculty of Education of the Østfold University College took place in January 2004 and the questionnaire was completed by 15 students. Most of them (13 students) were taking up the 60 ECTS course and only two of the students were enrolled in the 30 ECTS course. This sample represents the total number of students of the English Programme at the Faculty of Education (answer rate was 100 %). 3 students were doing the English Programme as the first part of their study at the Faculty of Education and they planned to continue their education at the Faculty of Education for three more years. For 2 students, the study of English represented their first year at the Faculty of Education but they did not have plans for continuing their studies at the Faculty of Education. Another 6 students had finished the three-year compulsory education at the Faculty of Education and the English Programme formed the last part of their studies at the Faculty of Education. And finally, 1 student stated s/he was not sure whether s/he wanted to continue, for 1 student it was the third year and 2 students noted they were in their forth year and may want to take up some other programme/s on finishing the English Programme.

The completion of the questionnaire implemented at the Faculty of Education of the Charles University in Prague was carried out in December 2004 and 30 students in the 5th year of their study of English at the Department of English Language and Literature participated in the study. Concerning the fact that the total number of students inscribed in the 5th year is 40; the sample obtained represents $\frac{3}{4}$ of the whole population of the 5th year students of English. The questionnaire was implemented in the seminar of TEFL Methodology, so the answer rate was, like in the case of the two previous institutions, 100 %.

9.2 Motivation for the study

It is interesting to compare the number of students who decided to study at the Faculty of Education out of the wish to become teachers. While in Norway this reason was the main motivation for 2/3 (67 %) of the students, the Czech students were attracted to teaching only in slightly over 1/3 of the cases (37 %). The greatest number of Czech students (exactly 40 %) stated some other reasons for choosing the Faculty of Education. The most frequent reasons were the wish to study English or languages (stated by 6 students) or the like or interest in the two subjects (stated by 6 students).

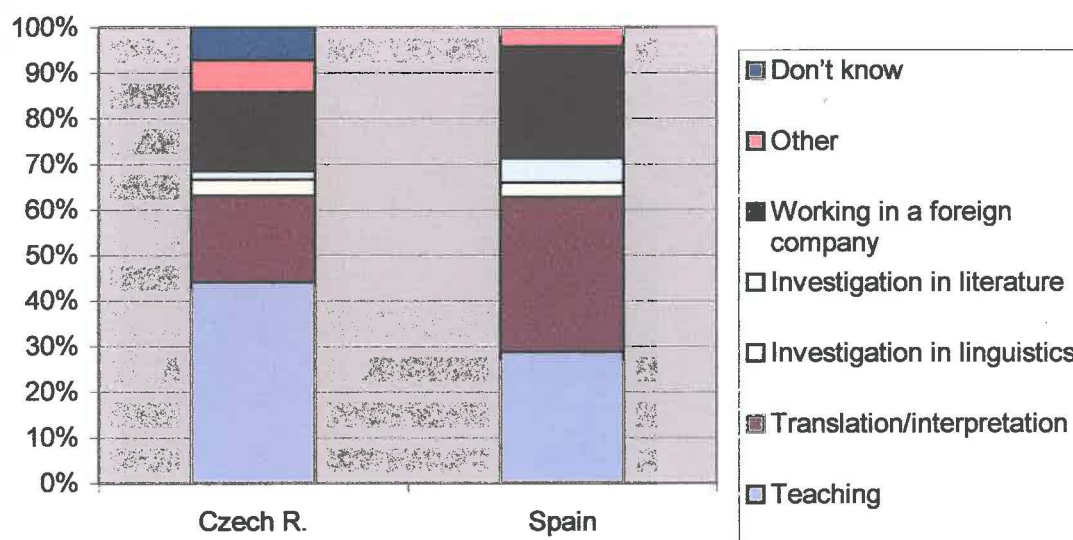
The most frequent reason to study English for the students in all the three countries was the like of the language. In Spain over one half of the students stated the like of English as the main reason. In the Czech Republic and Norway the second strongest reason (selected by over 1/4 of the students in both cases) was the possibility to use English also in some other areas than teaching.

9.3 Profession

The question to find out the plans for the future profession of the students was only incorporated in the Spanish and Czech questionnaire. However, we can detect from another question (n.13) in the Norwegian questionnaire that only one Norwegian student does not plan to teach, which means that almost all the students consider teaching as their possible future profession. Moreover, as noted above, 2/3 of the Norwegian students chose the Faculty of Education out of the wish to become teachers.

For the purpose of this study, the most important task was to find out how many students planned to teach after getting their degree. The percentage of students interested in teaching is 29 % in Spain and 38 % in the Czech Republic. These facts confirm the first part of the hypothesis 1 (H1): *Higher percentage of students of the Faculties of Education will aim to teach in comparison with the students of the Philosophical Faculty*. The second part of the hypothesis, in which it was assumed that *over 60 % of the teacher education faculties' students would be interested in teaching*, was disproved in the case of the Czech Republic (confirmed in the case of Norway). Even though the result 38 % makes teaching the strongest category in the Czech questionnaire, the interest in teaching it is still relatively low considering the fact that the study was carried out at the Faculty of Education. In Spain, teaching was overcome by translation and interpretation (34 %) and the third most tempting profession for making use of the English skills was working in a foreign company (25 %). This category was even more successful with the Czech students (27 %)

thus becoming the second most favourite profession. This category is followed by translation and interpretation, where the percentage of students aiming at this kind of profession only attains one half of the percentage of “translation and interpretation oriented” students in Spain (17 %). Strikingly low is, in both cases, the percentage of students interested in investigation in either linguistics or literature. These two categories do not surpass 5 % in either faculty.



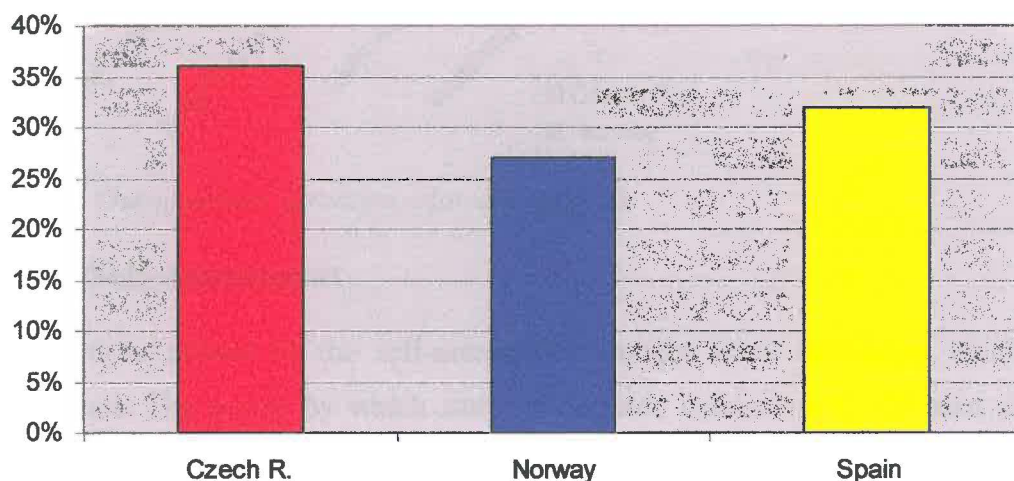
Graph 4: Plans for the future profession

As many students indicated teaching in combination with other one or two jobs, we get to different results if we analyse the percentage of all students who indicated teaching be it the only one or one of two/three jobs they would like to exercise. In this type of analysis the number of students interested in teaching grows to 42 % in the case of Spanish students and exactly 2/3 of the Czech students (teaching by itself was selected only by 16 % of Spanish and 13 % of Czech students).

The Czech students, who did not choose teaching as a sector in which they would like to realize their professional career, indicated that teaching is not financially interesting (31 %) and that they liked teaching but preferred to work in other sectors (25 %, as compared to 35 % in Spain) as the reasons for not wanting to teach. They also stated other reasons (31 %) such as the wish to teach but not right after the graduation. For many Spanish students (23 %) the decision not to teach was motivated by the difficulty of the examination for the working positions in the state sector (*oposiciones*) and the low number of working opportunities in the state sector. It is important to note that no Czech student and only one Spanish student stated that the university did not prepare them for enough for teaching as the main reason.

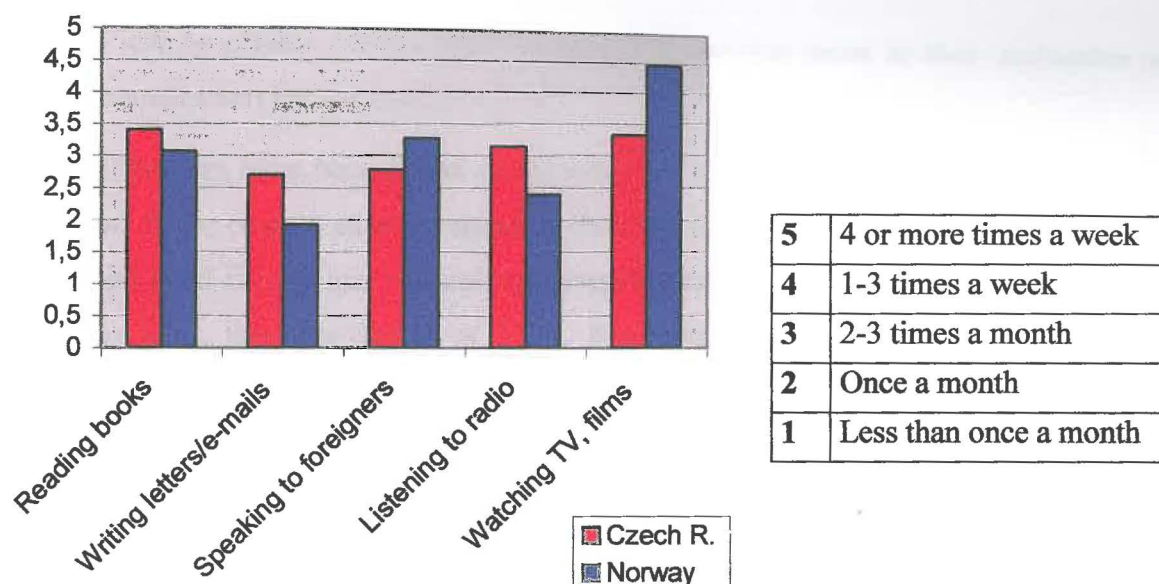
9.4 Out-of-school activities related to English

There are not big differences in the percentages of students who spent a period superior to 3 months in an English speaking country. The fact that less than 1/3 of the Spanish (32 %) and Norwegian (27 %) students and only slightly over 1/3 (36 %) of the Czech students studied, worked or travelled in the English speaking countries for more than 3 months might be a bit surprising.



Graph 5: Percentage of students who spent a period superior to 3 months in an English speaking country.

The graph below shows the differences in the frequency with which the students devote themselves to various out-of-school activities related to English. The average means show that the Czech students read books, write letters or e-mails and listen to radio more often than their Norwegian peers. Norwegian students, on the other hand, speak more often to foreigners and the questionnaires proved that there is a striking difference in the exposure to TV programmes and films in English, Norwegian students being far ahead in this kind of activity.



Graph 6: Out-of-school activities related to English

9.5 Self- assessment

The questions related to the self-assessment brought some interesting numbers and comparisons. The grades by which students assessed themselves in different skills and areas to a large extent reflect the kind of organization of the study and secondarily also to the out-of-school activities discussed above.

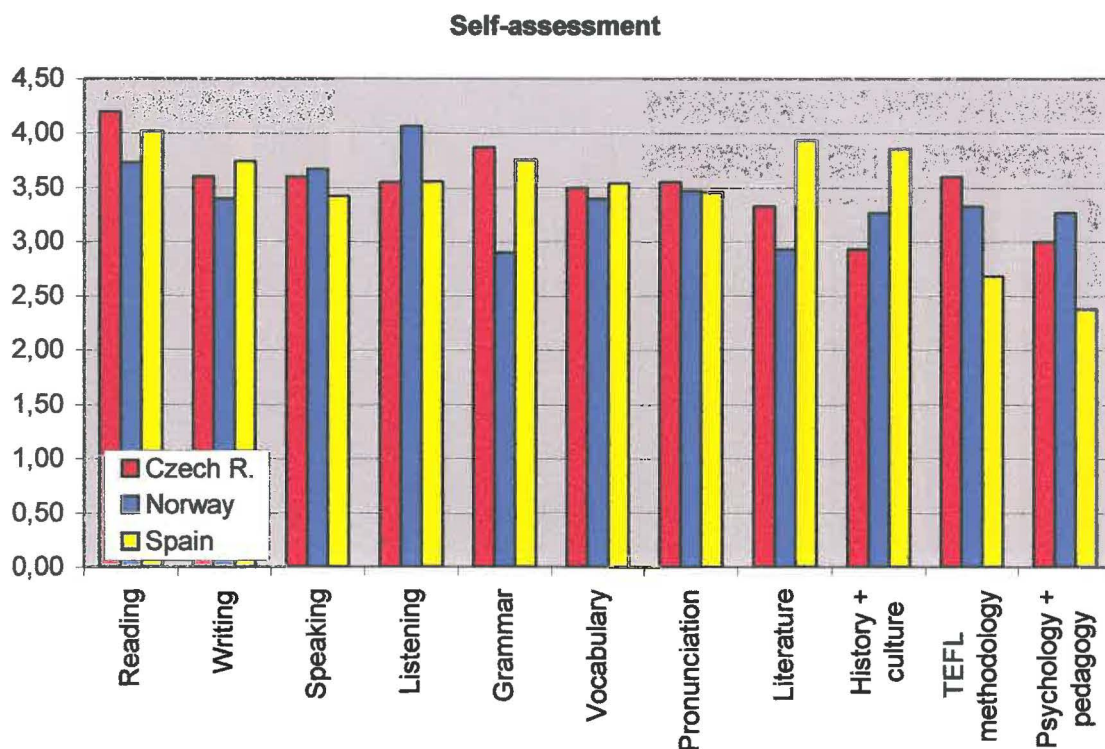
The receptive reading skill is the strongest out of the four basic skills for both the Czech and Spanish students. Norwegian students feel stronger in the other receptive skill: listening. This skill is, interestingly enough, the weakest skill of the Czech students and the second weakest (after speaking) of the Spanish students. This confirms the hypothesis H2a: *Norwegian students will make a better evaluation of their listening skill as compared to their Czech and Spanish peers.*

As concerns the speaking skills, the lowest self-assessment was made by the Spanish students, which confirms the validity of the first part of the hypothesis H2 b: *the Spanish students will be slightly behind their Czech and Norwegian peers in their evaluation of their speaking skills*

With regard to the other aspects of the language system, the figures are quite similar in the three countries. The Czech and Spanish students made a similar, relatively high assessment (mean 3.87 and 3.76 respectively) of their grammatical competence whereas the Norwegian students' self- assessment shows that their grammatical competence is probably poorer (mean 2.90). The average grade by which the students assessed their pronunciation oscillates around 3.50 and there are no major differences between the students from the three countries. The second part of the hypothesis H2 b (*the Spanish*

students will be slightly behind their Czech and Norwegian peers in their evaluation of their pronunciation) has not been confirmed.

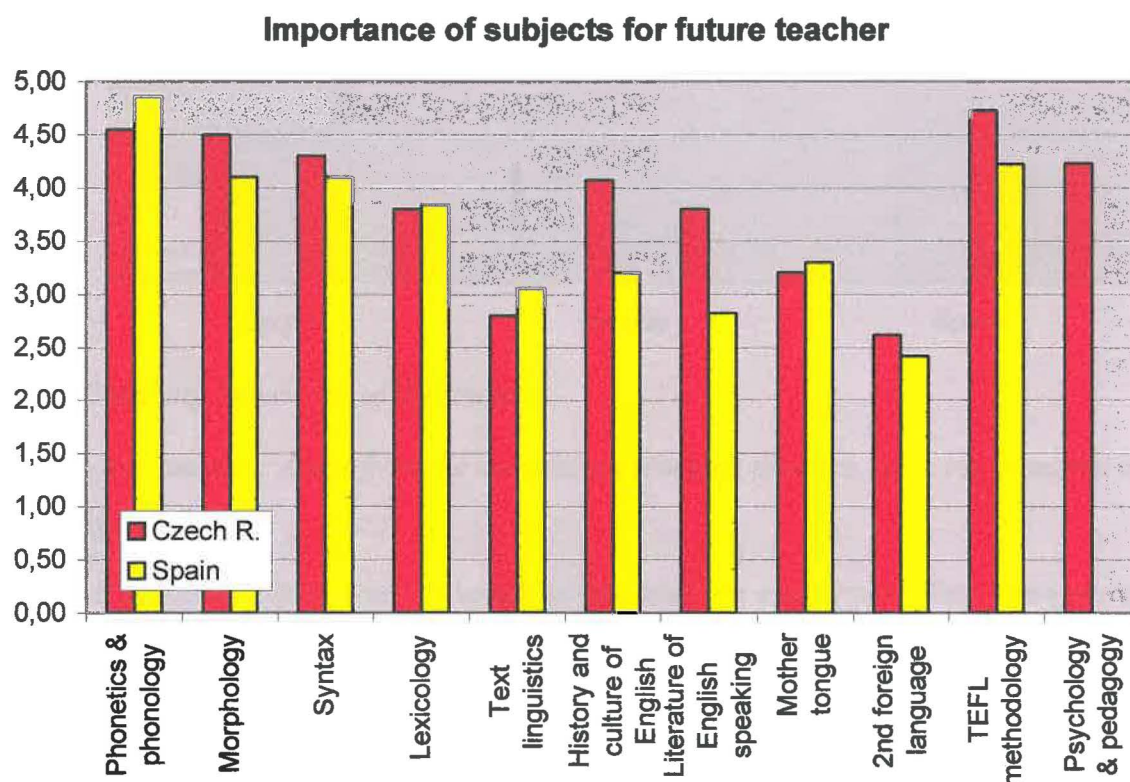
More differences have been found in the other areas, which seem to be more directly connected to the courses students attend at the university. The Spanish students feel they have quite good literary and cultural competence (mean 3.94 and 3.86 respectively). On the other hand, their knowledge of TEFL Methodology and their psycho-pedagogical background are relatively poor (mean 2.68 and 2.38 respectively). The Norwegian students feel the least strong in literature (mean 2.93), their knowledge of methodology and psychology + pedagogy is better than in the case of the Spanish students. "The Czech columns" shows that the Czech students assess their methodological competence quite well (mean 3.6, which is the best result within the three studied groups). They are, however, less confident about their knowledge of the professional competence, psychology and pedagogy (3.0). Quite poor is also the assessment the Czech students made of their knowledge of history and culture of the English speaking countries (mean 2.93). This probably reflects the fact that there is only one compulsory subject on British and American history and no compulsory subject developing other components of the cultural competence.



Graph 7: Self-assessment of the students

9.6 Importance of subjects in the curriculum

While the Spanish students at the Philosophical Faculty felt the most important subject for a prospective teacher was phonetics and phonology, the Czech students of the Faculty of Education thought the TEFL Methodology was the key subject in teacher's education. There was also a big difference in how the students considered the importance of literature for a future teacher. The Czech students considered literature as more important as compared to their Spanish peers (means 3.8 and 2.8 respectively). Moreover, the Czech students also gave more importance to the linguistic subjects of morphology and syntax. May be a bit surprisingly, they considered morphology as more important than psychology and pedagogy (this area was not included in the Spanish questionnaire). Both the Czech and Spanish students indicated that text linguistics (in the former case) and discourse analysis (in the later case) had relatively low importance for a prospective teacher. The same can be said about their opinion on the importance of the students' mother tongue and a second foreign language. The hypothesis H3, in which it was assumed that *both the Spanish and Norwegian students would welcome an incorporation of a seminar of CAE preparation course type into the study plans* was confirmed.



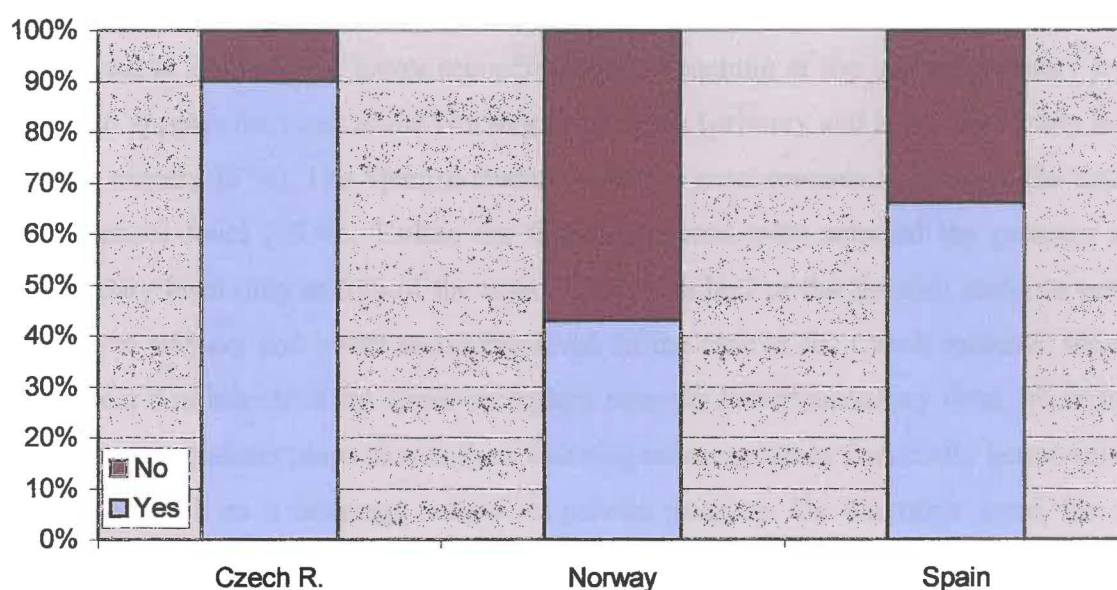
Graph 8: The importance of different subjects in the curriculum of a prospective teacher

* At the Spanish Philosophical Faculty, there is only one subject covering disciplines, morphology and syntax.

9.7 Questions related to teaching

9.7.1 Teaching experience

There is a considerable difference in the percentages of students in the three countries who have obtained some kind of teaching experience apart from the compulsory (in the case of Norway and the Czech Republic) teaching practice. As far as teaching is concerned, the Czech students are the most experienced ones: 90 % of them have taught for some time. The Norwegian students, on the other hand, have the smallest experience with teaching, less than half of them (43 %) having had the chance to teach. These results confirmed the hypothesis H7, in which it was assumed that *the Czech students will have the greatest experience teaching English gained out of the scope of the compulsory teaching practice.*



Graph 9.: Teaching experience of the students.

Answers to the question: Apart from the compulsory teaching practice, have you obtained any teaching experience?

Another important figure was the length of the teaching experience. Here again we can observe that the most experienced are the Czech students, whose “self-organized” teaching practice was 5 or more years long for over one half of the students who claimed to have obtained some teaching experience (and exactly $\frac{1}{2}$ of all the respondents). While the Norwegian students derived their teaching experience mainly from teaching at primary schools, the Czech and Spanish students taught mostly privately or at language schools.

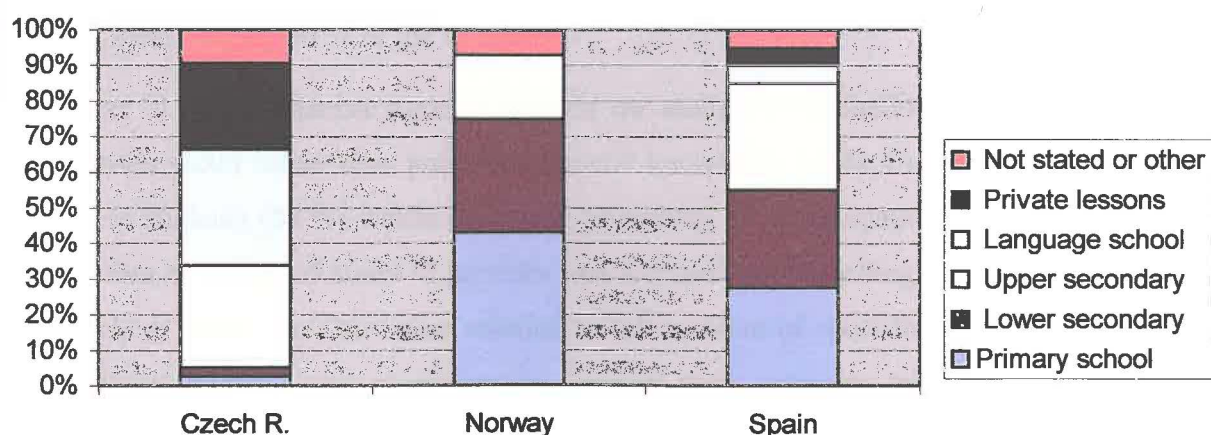
	Spain	Norway	Czech Republic
Less than 1 year	48 %		
1-2 years	36 %	50 %	
2-4 years	3 %	17 %	37 %
5 years		17 %	30 %
More than 5 years			26 %
Not stated	12 %	17 %	7 %

Fig.7: The length of the teaching experience of the students

9.7.2 The plans for the future teaching career

here are also some interesting comparisons in the educational level the students want to teach at. As the following graphs show, the Norwegian students are the ones most attracted by the primary school sector (43 %). This fact corresponds with the orientation of their education, which is aimed at primary and lower secondary level. Teaching at the lower secondary level therefore also appeals the most to the Norwegian students (primary and lower secondary level counting for exactly 75 %). The Spanish students tend the most towards teaching at the upper-secondary school level (30 %). Unlike the Czech students, who selected the primary and lower secondary level only in 5 % of the cases, more than half of the Spanish students would like to teach at primary and lower secondary level. In the case of the Czech students, we can observe a clear dominance of the upper-secondary over the lower-secondary level. More than half of the Czech students plans to aim their teaching career towards financially better-valued private sector, be it in a language school or private tutoring. On the other hand, for the Spanish and Norwegian students, the private sector seems to be very little tempting.

Graph 10: The educational level the students plan to teach at



9.8 Questions related to the curriculum and the organization of the study

In this area, the questions differed to a great extent in the three questionnaires reflecting the differences in the curricula in the three countries. The results will therefore be analysed at the national level with respect to the particular organization of the study and the curriculum rather than making an international comparison.

9.8.1 Curricula

Norway

The Norwegian students were quite satisfied with the curriculum and the depth into which the subjects were studied. Only 3 students indicated that more grammar should be included into the curriculum and 2 students called for more TEFL Methodology. Quite positive was also their assessment of the length of the teaching practice. 60 % of the students considered the length of the teaching practice (3 weeks) adequate. Four students suggested the teaching practice should be of double length (6 weeks) and one student's suggestion was a half of the course.

Spain

In Spain, the limited number of lessons of TEFL Methodology, only an optional subject at the Philosophical Faculty was considered as a big or very big problem in the teacher education by 85 % of the students. 73 % of the students also saw as a big or very big problem the insufficiency of the length of the teaching practice at secondary schools. The non-existence of courses in psychology and pedagogy and the insufficiency of exchange programmes were considered less problematic in comparison to the previous two facts (only 53 % and 46 % of the students respectively considered these facts big or very big problems). Of relatively little importance to the students seems to be the course of organization of school centre, the non-existence of which is seen as a big or very big problem only by 30 % of the students.

Over $\frac{3}{4}$ of the Spanish students thought the study should facilitate a specialization in a chosen sector rather than providing general knowledge of the English language. Most of these students (88 %) would prefer the possibility of specialization through choosing one of two branches of study "Literature and Culture" or "Teaching" once finished the first cycle of study. An alternative solution to the problem of specialization, the offer of more optional subjects and specialization through these subjects, appealed only to a small number of students (9 %).

Czech Republic

The question on the helpfulness of the subjects studied at the Faculty of Education in Prague brought some interesting results. In this question, a difference was made between the helpfulness for the student as a student of English and the helpfulness for the student as a prospective teacher. The subjects which most enriched the students as students of the English language were *Language Proficiency Seminar*, *Morphology* and *English and British Literature*. As concerns the contribution of the courses to the teacher development, the most helpful were the following courses: *Techniques and Methods of TEFL Methodology*, *Theoretical Issues of TEFL Methodology*, again *Morphology*, *Teaching Practice I and II*, *TEFL Methodology I and II* and *Language Proficiency Seminar*.

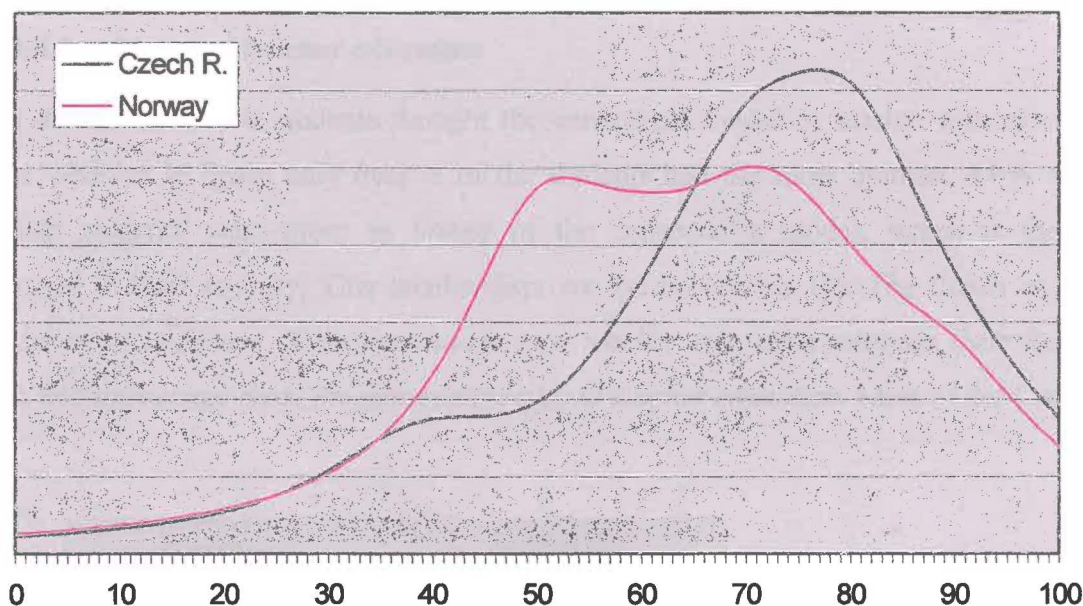
The questionnaires showed relatively big satisfaction with the extent of the TEFL Methodology courses and the teaching practice. Almost $\frac{3}{4}$ of the students (72 %) considered the hour allotments of *Teaching Techniques of TEFL* and *Teaching Methods of TEFL* as adequate. Surprising might be the fact that 62 % of the students consider the length of the teaching practice at primary and secondary school as adequate. The rest of the students suggested in most cases the length of 3-4 weeks for each teaching practice. Also other suggestions appeared such as one semester for each TP, one day/week/semester or increase the length of the TP decreasing its intensity to get used to teaching. One student thought a good solution would be to integrate the teaching practice of the two subjects thus teaching the two subjects at the same school for 1 month. And finally, another student noted that the teaching practice was sufficient in the case that it was not the only student's teaching experience; if this is not the case, the TP should be, according to this student, incorporated from the 2nd year on.

In the space where the students were asked to note down three negative aspects in the English study, many students mentioned that there was too much theory, very little chance to use the language. A number of students also noted that there was too much focus on the linguistic disciplines. Some students also complained about the attitude of some teachers and the insufficient equipment of the Faculty. On the other hand, many students praised the knowledge acquired with respect to teaching. This area received the most positive evaluation. Some students also expressed their satisfaction with other, linguistic and literary, courses and the academic level of the study. Also some teachers were praised and several students appreciated the possibility to study abroad through the Socrates programme (see Annexes).

The above mentioned positive and negative aspects are also reflected in the way the students assess their progress in different skills discussed above. Whereas they consider their progress in the teaching skills as very big, their assessment of the improvement they have achieved in speaking and pronunciation is relatively poor.

9.8.2 Proportion of theory and practice

The graph below shows the students' opinion about the proportion of theory versus practice in their study programmes. We can see that a greater percentage of the Norwegian students thought the theory and practice had a balanced portion in the programme. Most of the Czech students considered the theoretical skills to be dominant in their training, the majority of them stating they represented 70-80 % of the programme. These results confirmed the hypothesis H5, in which it was assumed that *the Czech students will estimate the proportion of the academic knowledge versus teaching skills in their studies is around 60 %: 40 % or more in favour of the academic knowledge and the Norwegian students will consider this proportion be more balanced, about 50 %: 50 %.*

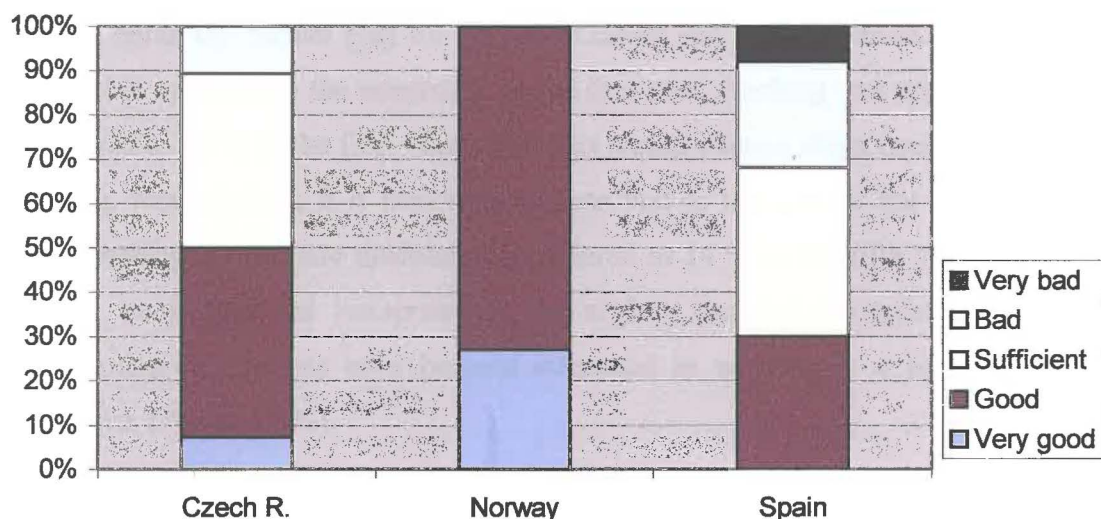


Graph 11: Proportion of theory (in %) in the study programme as seen by the students

9.8.3 Educational background of prospective teacher

As to the background provided to a future teacher by the faculty, the least critical were again the Norwegian students. Their assessment of the studies with respect to the future career as a teacher was only either very good (27 %) or good (73 %). Such a positive assessment was made only by ½ of the Czech students. Another 39 % considered the

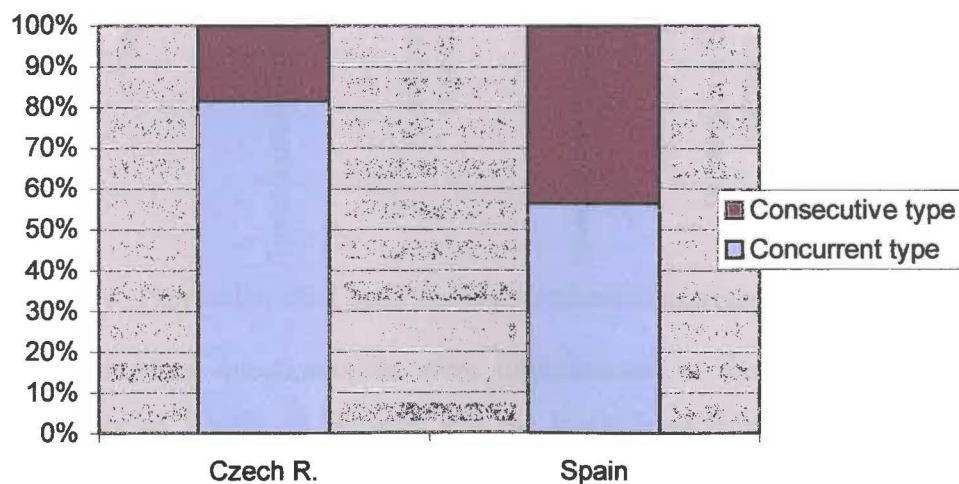
background provided by the Faculty only as sufficient and 11 % of the students indicated it as bad. Even more sceptical of the contribution of the study in relation to the student's possible objective to become a teacher were the Spanish students. Here, almost 2/3 of the students thought the background provided by the Faculty was only sufficient (38 %) or even bad (24 %).



Graph 12: The background provided to a prospective teacher by the faculty

9.8.4 Model of teacher education

Over 4/5 of the Czech students thought the concurrent model of teacher education was better whereas in Spain only over 1/2 of the students had the same opinion. 44 % of the Spanish students were more in favour of the consecutive model, which is the one exercised in their country. This results disprove the hypothesis H6: *The Czech students will be more in favour of the concurrent type teacher education whereas their Spanish peers will appreciate more the consecutive type of teacher education.* Most of the Czech

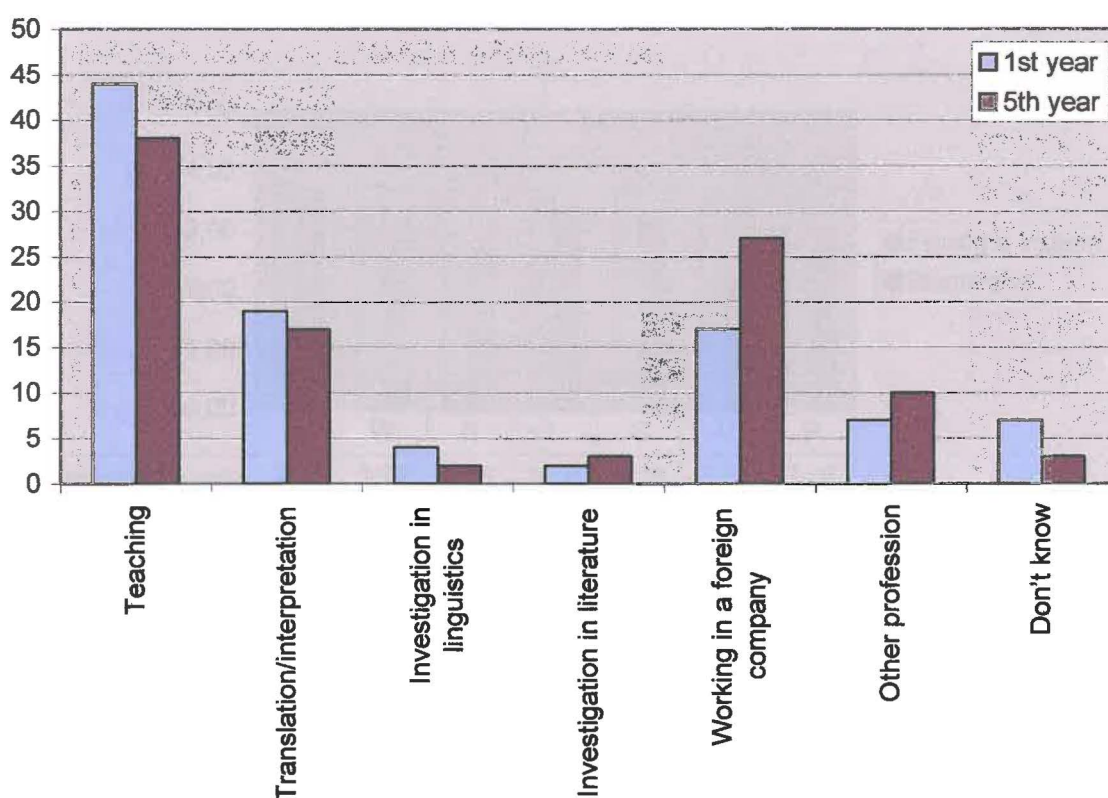


Graph 13: Which type of teacher education is better?

students who preferred the concurrent system stated as the reason for their preference of this model the non-existence of experience with the other model.

9.9 Additional results

In the Czech questionnaire the question on the plans for future profession had two parts-one asking about the current plan for the future career and the other aimed to find out the student's plan on entering the university. In the first year, teaching was appealing to 44 % (as compared to 38 % in the fifth year). This fact would mean a slight decrease of interest in teaching. Nevertheless, it is important to note that in the case of the first year 30 % selected teaching as the only profession (compared to 14 % in the fifth year). While the interest in translation and interpretation has slightly dropped throughout the studies, greater number of students have become interested in working in a foreign company (growth from 17 % to 27 %).

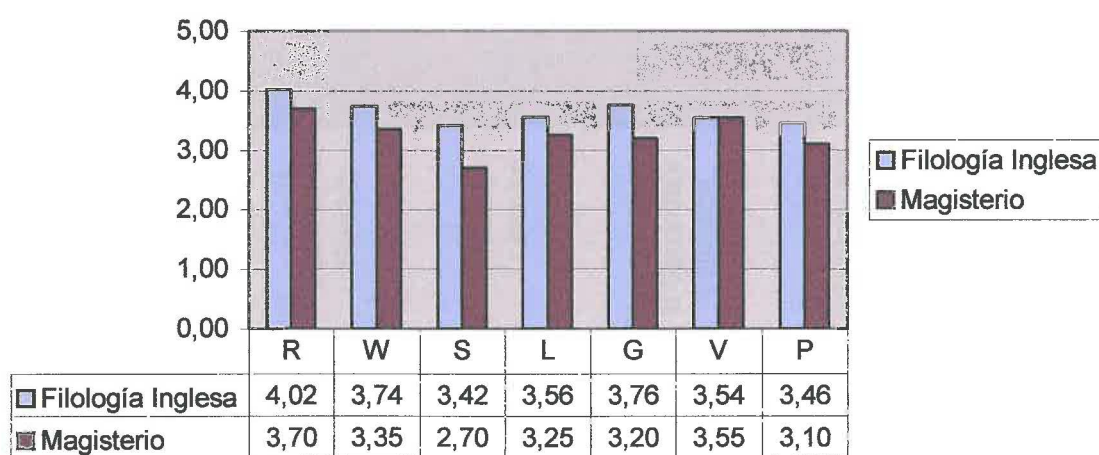


Graph 14: Profession the Czech students wanted to exercise in the first and fifth year

Complementary questionnaires were implemented at the Faculty of Education of the University of Alcalá de Henares and the Institute of Educational Sciences of the same university. For the purpose of this study, only some results proved to be of interest and

will be commented on here. All the rest of the questions were directed towards more details of the particular studies and therefore outreach the scope of this study.

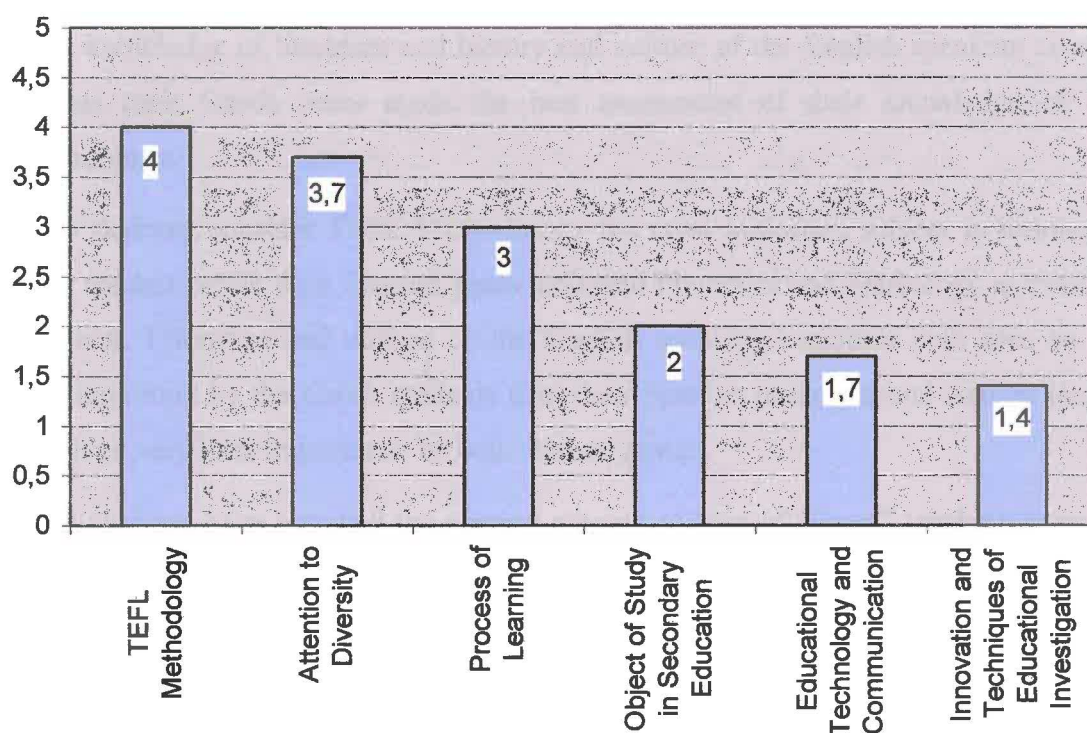
Interesting is the comparison between the self-assessment in the skills and other areas of the language made by the students of *Filología Inglesa* and those of *Magisterio-Especialidad Inglés*. The graph below shows that there are some considerable differences in the self-assessment of these two groups of students, the students of the master study making much better assessment of their skills than their bachelor study counterparts. The only category in which the self-assessment of the two student groups coincides is the area of *Vocabulary*. In all the other areas, the mean of self-assessment of the students of *Filología Inglesa* is better by at least 0.3. The greatest gap is found in the areas of *Grammar* (0.56) and *Speaking* (0.72). The gap in the assessment of the grammatical competence can be explained on the basis of the difference in incorporation of the linguistic disciplines into the curriculum. The lower self-assessment of the *Speaking* skill by the students of *Magisterio* could be based on the fact that the number of subjects taught in English in the bachelor study is considerably smaller as compared to the English Philology.



Graph 15: Comparison of the self-assessment of the students of Filología Inglesa and Magisterio, Especialidad Inglés.

The students of CCP were assessing the contribution of the subjects in the curriculum of the post-graduate course for a prospective teacher. Alarming is the fact that out of the 6 subjects they studied only two obtained a good assessment: TEFL Methodology and Attention to Diversity. The majority of the students (5) saw the quantity of the lessons of TEFL Methodology as sufficient. Similarly, the extent of the teaching practice was assessed as adequate by 4 out of 6 students. All the students also stated to have obtained some kind of teaching practice out of the scope of the compulsory teaching practice

incorporated to the curriculum of the course, mostly at secondary schools. All the students indicated that there was not an adequate proportion between theory and practice in the course. Even though 4 students indicated that the degree of their preparation for teaching was better (according to one student even much better) at the end of the course as compared to its beginning, all the students stated that the knowledge they obtained in the course did not come into their expectations. The students expressed their dissatisfaction with the organization of the course and its focus on theory rather than practice. They also stated that the course was sold to them as “something really fantastic (very practical), which in fact it was not”.



Graph 16: The assessment of the contribution of the subjects in the teacher training made by the students of CCP.

10 Summary of the results

In Norway as compared to the Czech Republic, more students chose the teacher education faculty out of the wish to become teachers. In the fifth year, only 38 % of the Czech students want teach after graduation, a great number of students being interested in working in foreign company or translation and interpretation. The Spanish students are even more attracted to these two last mentioned professions and only 29 % of them have the intention to become teachers.

The proportion of the students who have spent three or more months in an English speaking country does not differ too much in the three countries, oscillating around 1/3 of

the students. Norwegian students are much more exposed to TV programmes in English than their Czech peers.

Out of the four basic skills, the Czech and Spanish students made the best assessment of their reading skill. Also in writing they feel more confident than their Norwegian peers. These, on the other hand, feel much stronger in listening. There are no major differences in the assessment the students made of their knowledge of vocabulary and pronunciation. Nevertheless, the Norwegian students feel considerably less equipped as far their grammatical competence is concerned. On the other hand, they assess better than their Czech and far better than their Spanish counterparts their knowledge of psychology and pedagogy and psychology. The Spanish students feel the strongest out of the three groups in the knowledge of literature and history and culture of the English speaking countries, whereas their Czech peers made the best assessment of their knowledge of TEFL Methodology.

Czech students consider TEFL Methodology the most important subject in training of a future teacher, while their Spanish peers indicated Phonetics and Phonology as even more important. Literature and culture of the English speaking countries was seen as much more important by the Czech students than their Spanish peers. Second foreign language was given very little importance by both student groups.

Czech students have obtained the greatest amount of "out-of school" teaching experience of the three student groups, concerning both the length and the number of students who taught. More than half of the Norwegian students have not taught out of the scope of the compulsory teaching practice.

Whereas $\frac{3}{4}$ of the Norwegian students plan to teach at the educational level they are being trained for (primary and lower secondary), this is the case of only of less than $\frac{1}{3}$ of the Czech students (only a negligible percentage aiming to teach at the lower secondary and 29 % at the upper secondary level). Most of the Czech students want to teach at language schools or giving private lessons. In Spain, the ratio of students planning to teach at primary, lower and upper secondary level is almost equalized and like in Norway, there is very little interest in teaching in the private sector.

The Norwegian students were quite satisfied with the curriculum of their English course and they wouldn't make any substantial changes in the content of the course. 60 % of them thought three weeks were an adequate length for the teaching practice in English. Moreover, all of them considered the background provided to a prospective teacher by the course as good or very good.

Most Spanish students saw the insufficient hour allotment of TEFL Methodology and the teaching practice in the training of a prospective teacher as problematic. They mostly thought the study should enable the student to specialize during the second cycle of the study choosing either literature and culture or teaching as their specialization. Their overall assessment of the study programme with respect to a possible future teaching career was quite striking, only 30 % of them considering it as good. More than half of the students thought the concurrent model of teacher education was a better way of training future teachers.

The majority of the Czech students considered the hour allotments of the TEFL Methodology subjects as adequate and like in the case of Norway, 60 % of the students thought the length of teaching practice was adequate. The TEFL Methodology courses were indicated as the most contributing in the teacher training and the students were satisfied with the teaching skills developed through these courses. The students complained about the disproportion between theory and practice and the overemphasizing of the linguistic disciplines. Dissatisfaction also appeared in the area of the practical language usage and the students' improvement in the speaking skill was according to their self-assessment the poorest within the four basic skills. Nonetheless, only a minority of students considered the general level of the training as bad. Most students were in favour of the concurrent model of teacher training.

11 Discussion

It was interesting to see why the students decide for the study. As we have observed, for 2/3 of the Norwegian students the motivation for the study was to become teachers. Only 37 % of the Czech students had the same initial motivation. 40 % of them chose the faculty of education for other reasons than those given in the questionnaire, such as the wish to study language/s or the like of the two subjects. 15 % of the Czech students indicated they had no special motivation for the study. In the Czech Republic, faculties of education often seem to be a solution for those students who, at the end of their secondary school studies, are indecisive as to the choice of their university career. Another frequent reason might be that they were not admitted to the study of the language/s at philosophical faculty or that they want to study the language/s but they find the study at philosophical faculty too demanding. Consequently, the foreign language departments at the faculties of education in the Czech Republic are often a "collection point" of those students who wish to study languages but not necessarily want to teach them. In Spain, the even lower interest in teaching observed at the philosophical faculty can be explained in the

connection with fact that the philosophical faculties in this country are basically the only faculties providing language study at master level. As compared to some other university careers, it is relatively easy to be admitted to the study at philosophical faculties. The humanities in Spain are generally not in such a great demand as is the case in the Czech Republic⁹. For master study in English an average grade required is 5 over 10, whereas for an access to bachelor study English aimed at training primary school teachers 5,60 over 10 is needed. To compare with other branches of study, for example, to study architecture, it 7,59 over 10 is necessary, in the case of medicine it is even 7,83/10.

Future profession of the students

These above-mentioned facts easily explain the questionnaire results concerning the plans for the future profession of the students. In contrast to my initial assumption (H1), only 38 % of the Czech students indicated the intention to teach on completing their studies. Together with the problem discussed above (the students often starting their studies without any special motivation for teaching profession), the low interest in this sector is definitely also connected with the unfortunate teacher situation in the Czech Republic (see 5.1). This assumption was confirmed by the affirmations of the students who stated that they did not plan to teach. Moreover, those students who did indicate teaching as their prospective profession mostly (in over ½ of the cases) preferred teaching in the financially better evaluated private sector. Quite unfortunate for the faculties of education might be the discovery that only about 30 % of the students want to teach at the educational level they are being trained for (lower and upper secondary) *The language schools are often more oriented on teaching mixed groups with variable age and teaching in companies.* The decrease of interest in teaching among the Czech students throughout their studies is probably not to be contributed to the faculty (on contrary, as noted in 10.8.1, there was a big satisfaction with the TEFL Methodology courses and the level of preparation for teaching in general). It seems to be more influenced by the fact that students encounter new possibilities where they can employ their linguistic skills. In Spain, the situation is reverse: teaching in the state sector means quite a good financial evaluation whereas teaching in private language schools is not very interesting in terms of salary. The access to the former, however, presupposes passing the *oposiciones*¹⁰. This examination is very

⁹ There is no entrance exam for the access to the university studies in Spain. Students are admitted to the study on the basis of the grade they obtained in their leaving exam at the secondary school (so-called *examen de selectividad*).

¹⁰ There is no such requirement as submitting and defending a final thesis or passing a final state examination neither in Norway nor in Spain. The diploma is awarded on successful completion of all the examinations. In

comprehensive and as some students (almost $\frac{1}{4}$ of those who did not choose teaching as their prospective profession) stated means an obstacle on the way to teaching.

Nevertheless, once passed this examination, the student is ensured a stable working position. Very striking might seem the lack of interest in the literary and linguistic studies at both the Czech Faculty of Education and Spanish Philosophical Faculty. This fact is quite understandable in the case of the Faculty of Education, which should primarily educate future teachers, but may be a bit surprising for a Philosophical Faculty, where the literary courses form a major part of the curriculum. An explanation of this fact might be in the tendency towards more practically oriented professions or the necessity of additional studies at postgraduate level. In most cases both in the Czech Republic and Spain, the students indicated a combination of two or three professions. The question that imposes itself in this place is whether the students meant that they would like to exercise two or three jobs at once or whether the reason for indicating two or three different profession was rather motivated by the fact that they were not sure yet but they would definitely make their choice out of the indicated professions. This question will remain open but the involvement in more jobs where language skills are required is, at least in the case of the Czech Republic, quite frequent.

Self-assessment of the students

The self-assessment part of the questionnaires confirmed the determined hypothesis (H2). Even though it might be argued that self-assessment is a too subjective category to be considered a reliable source of information about the level of preparation in the given areas, I still regard the students' opinion on their own skills as a valuable data that should be taken into account. In addition, for the purpose of this study, it would have been difficult to implement any proficiency test together with the questionnaire. The obtained results have confirmed that there is definitely connection between the possibilities of exposure to English through media and the self-assessment of oral comprehension. This discovery also corresponds with the results of the European project *The Assessment of Pupils' Skills in English in Eight European countries*, where the Norwegian pupils achieved the highest score and the Spanish pupils the second lowest (73 percentage points in Norway compared to 38 in Spain) in the oral comprehension part of the achievement test. I could observe a decent level of listening skills of the Norwegian pupils during my

Spain, however, passing an examination called *oposiciones* is a necessary precondition for obtaining a teacher job in the state sector. The number of working positions is limited and determined on the level of autonomous communities. The exam usually takes place every second year.

teaching practice in the seventh grade class. Not knowing more than just a few Norwegian phrases, I was confined to using English 100 % of the teaching time. I was surprised to see how much the seven-graders were able to follow the instruction in English. Even though this was not the case (to the same extent) with their production skills, I was often astonished at their level of vocabulary.

The supposition expressed in the second part of the H2 was confirmed only partly: the Spanish students did make a worse assessment of their speaking skill compared to their Czech and Norwegian peers but there was not any significant difference in the assessment of the three groups in the area of pronunciation. I based the second part of the H2 on the generally known myth supported by my own subjective observation. As I could observe in the English seminars at the Philosophical Faculty, the pronunciation and in broader sense the speaking skills of the Spanish students were generally poorer compared to the Czech and Norwegian students, with the exception of a few cases very much influenced by the Spanish language (in terms of syntax, vocabulary and accent).

The curricular organization of the study

In my study, I obtained some similar results as those ensuing from the research carried out by Hanušová (2003) in the respect of importance of subjects incorporated into the curriculum of prospective teachers. Identically with Hanušová's study, the group of the Czech students participating in my questionnaire enquiry, indicated TEFL Methodology as the most important subject in the training of a prospective teacher. For the Spanish students, it was the second most important subject. It is interesting that the Spanish students considered phonetics and phonology as even more important for a prospective English teacher than TEFL Methodology (the difference was quite considerable). This discrepancy might have been caused by the fact that the TEFL Methodology is only an optional subject in the English Philology studies at the Spanish university or, alternatively, by the opinion that it is more important for a teacher to pronounce properly in order to give a good example of English than being an expert in teaching methods. Phonetics and phonology followed TEFL Methodology in the evaluation by the Czech students. Given the importance of this subject for a prospective teacher, we should question the insufficiency of its hour allotment in the curriculum. It might seem paradoxical that at the Spanish Philosophical Faculty this subject is allotted 2,5 times more hours than at the Czech Faculty of Education, where the orientation on training leading to education of prospective teachers should be more dominant. I assume that the place of phonetics and

phonology in the curriculum of the Czech Faculty of Education should therefore be reconsidered.

The Czech students also attributed relatively big importance to the linguistic subjects: morphology and syntax. It has, however, been shown that some students were dissatisfied with the depth into which these subjects were studied. In addition, the linguistic disciplines such as lexicology and text linguistics were evaluated (by both Czech and Spanish students) as having relatively small contribution in the development of the students' "teaching proficiency". At the Czech Faculty of Education, methodological element is only to limited extent incorporated in *Morphology* (which may partly explain the fact that students placed this subject right behind the methodology courses and on the same level with teaching practice in terms of its helpfulness for teaching profession). The curriculum lacks any linguistic subject addressed particularly to the group of prospective teachers. Hanušová suggests, the application character of these disciplines should be strengthened and integrative courses should be incorporated. As discussed above, such integrative character is present in Norway, where the single linguistic subject *Grammar* incorporates many methodological elements and is therefore more teacher-oriented. I think most of the Czech and Spanish students would find this subject very easy as compared to complicated linguistic disciplines they study at their respective faculties. Nevertheless, in my opinion, the level of grammatical competence the students achieve in this course is far above the level on which grammar is covered at secondary schools. Furthermore, for the purpose of teaching general English to children and teenagers, it is often more worth being able to explain in an easy way the basic grammatical points than being able to describe very complicated structures using specific technical terms. The supporters of the latter may argue that it has to do with the academic knowledge a university student should accomplish. As the Czech students indicated, the academic knowledge prevails over the teaching skills in their training (representing, according to the students' indication, about 80 % of the curriculum compared to a suggested more balanced proportion, 50 % : 50 % of the two constituents). This result confirmed the hypothesis H5, in which it was supposed that the ratio of academic knowledge versus teaching skills as seen by the Czech students would be 60 % : 40 % or more in favour of the academic knowledge, compared to a balanced (50 % : 50 %) ratio in Norway. A discussion on whether or not (and to what extent) the training should be academically oriented would be a topic for a separate paper. However, it is evident that in the case of faculties of education, it should definitely be more oriented on the target group of future teachers. To achieve more balance between academic and teaching skills in the teacher

training, a possible solution could be an introduction of a new subject, with a typical name *Grammar* or *Grammar for Teachers*. This subject would cover the most frequent grammatical topics encountered in the school practice and some practical issues such as how to present and practice particular grammatical points or how to treat grammar within the development of other skills should be treated. It may be argued that teaching grammar is covered in the TEFL Methodology courses. I assume, nevertheless, that given the complicatedness of grammar and its teaching, this field would definitely deserve more attention and more space in the curriculum. In order to gain the space for this subject, a decrease of hour allotments of the more academically oriented subjects such as text linguistics would have to be considered.

Taking into an account the fact that most Czech students attributed a relatively high importance in the curriculum of a future teacher of English to history and culture (as well as literature) of the English speaking countries, the hour allotment of the historical-cultural subjects should probably also be reconsidered. 52 hours allotted to the course of *British and American history*, the only compulsory cultural-historical subject, is undoubtedly insufficient. Moreover, as in the case of the linguistic disciplines, there is no pedagogical overrun of this course (the same can be said about the literary courses, which are, with the exception of children literature, mainly academically oriented). A possible way out of this situation would be an introduction of a subject like *Teaching Culture*, which would cover different cultural aspects and the possible ways of their transmission to the pupils. In addition, this subject could also include current issues (not only those concerning the English speaking countries) and the possibilities of their treatment in the classroom. I dare say that such a subject would be more beneficial for a prospective English teacher than detailed survey of literary history. I base this opinion on the fact that cultural topics are more frequently treated in classroom (compared to complex literary works) and also the increasing stress put on the cultural competence of the pupils. It is interesting that the Spanish students attributed a considerably lower importance to these two areas. The reason is perhaps the greater hour allotments of both literary and cultural-historical courses, which makes the students less perceptive of the necessity of these subjects. In Norway, these two areas were treated hand in hand with one another, which is a positive fact. Such a treatment leads to a greater connection of information in context. Undeniably positive is also the existence of the Norwegian learning center in York, Great Britain, (discussed above) where the students have the possibility to realize a study stay.

Hypothesis H4 concerned the incorporation of the language proficiency seminar into the curriculum of a prospective language teacher. As we have observed, the Czech Faculty of Education was the one to accentuate this subject the most, with the greatest hour allotment. Furthermore, as the students indicated, it was one of the most helpful subjects both in respect of their development as students of English and their development as teachers. The assumption that both the Norwegian and Spanish students would welcome an incorporation of a course of CAE type (which was the case in the Czech Republic) was confirmed, the possible incorporation of such a course being approved of by 100 % Norwegian and Spanish students.

The incorporation of a second foreign language into the curriculum was observed (on the compulsory basis) only in Spain. Both Czech and Spanish students indicated the second foreign language as relatively little important in the curriculum of a prospective English teacher. Similar was the students' opinion on the presence of their mother tongue into the curriculum, incorporated at all the three institutions. In my opinion, the importance of the second foreign language might have been underestimated. As Hyatt & Beigy (1999) asserts the unknown language experience might be beneficial for the prospective teachers of English as it „increases the systematic language and learning awareness“.

The psycho-pedagogical element was given a relatively great importance by the Czech students. Also, the psycho-pedagogical module was allotted an acceptable number of hours. Nevertheless, the students' opinion on the knowledge acquired in the courses included in this module was not very good, especially with respect to the teaching skills. It seems that these courses provide isolated knowledge without any connection to the particularities of language learning. Similar is the situation in the postgraduate teacher-training course in Spain, where the psycho-pedagogical disciplines are commonly imparted to all the students regardless their subject specialization. As suggested by Jiménez Catalán (1997) “psychology and psycholinguistics are essential in the training of a prospective teacher because they help him/her to understand, among other aspects, the evolutionary stages of a human being, his cognitive development, different processes of language acquisition, the relationship between personal factors and learning, such as for example, memory, motivation, personality or learning styles”. In addition, given the dissimilarity of language learning/acquisition from learning other subjects, the importance of psycholinguistics in a language teacher training is undeniable and its incorporation as a compulsory subject into the language teacher-training curriculum should be considered.

Teacher training model

The sixth hypothesis, H6, concerning the satisfaction of the students with the study model was disproved. It came as a surprise that over half of the Spanish students were in favour of the concurrent model of teacher education rather than the consecutive model exercised in Spain. On the other hand, the Czech students supported mostly (in over 80 % of the cases) the model exercised in their country, stating no experience with the other model as the main reason for their choice. As the firstly mentioned group was not asked about the reasons that motivated their decision, we can only assume some possible explanations. The pros and cons of each model are generally well known and therefore need not to be cited here and my opinion on this matter might be biased by the non-existence of a broader experience with the consecutive model. For this reason, I will confine my comments on this matter to stating that one of the possible reasons for the preference of the concurrent model by the Spanish students might be the relative complicatedness of the two-phased model (receiving each part of the training at a different institution).

What can each teacher training system offer to the others?

In the end, a question that imposes itself is what each system of teacher training could adopt from the other two. Furthermore, a student planning to study in either Norway or Spain might want to know in which way s/he will be enriched by their study stay in either of these countries.

Norway can be seen as a good example for the other two countries for the integrative character of the subjects. The integration of the methodological element into the other subjects is undeniably very beneficial in the teacher development. Similarly, the tighter connection between theory and practice is a positive aspect. The existence of continuous collaboration with the school center where the students realize their teaching practice and the placement of students to the centers in groups requiring more collaboration between the student-teachers would be advantageous in both our and Spanish environment. Also the elaboration of the project connected to the practice and the usage of documentation from the teaching practice in the final assessment of the student (practiced also in Spain) would be applicable in our country as well. The balanced proportion between academic knowledge and teaching skills existent in the Norwegian teacher training would be, as the results of the questionnaires shown, welcome by the Czech students. In addition to these facts, a student who has decided for a study stay in Norway will most probably be satisfied with the level of English, which is generally very high both among the students and the wide public.

As we have seen, the Spanish teacher-training curriculum has quite a lot in common with the Czech one. There are, nonetheless, some differences concerning mainly the particular subjects that could be worth consideration in our environment. Firstly, I assume that the hour allotment of *Phonetics and phonology* at the Czech Faculty of Education could increase at least to the same amount as it is the case in Spain (2,5 times more hours). The same could be said about the history and culture, where the gap between the hour allotments is even greater (5 times more hours in Spain). Concerning the TEFL Methodology, even though it is only an optional subject in the English Philology in Spain, the fact that its week's hour allotment is 3 hours (compared to 1 hour at the Czech faculty in some semesters) is very positive. The incorporation of a compulsory second foreign language into the curriculum for the reason mentioned above could also be inspiring for our Faculty. Czech or Norwegian student planning a study stay in Spain should probably make use of the literary orientation of the study. The division of the literary history into several periods treated in the consecutive semesters and the simultaneous coverage of British and American literature in parallel seminars will probably be motivating for the students with interest in literature.

The Czech Faculty of Education could provide an inspiration for the other two faculties in the incorporation of the language proficiency seminar. Positive aspect of the Czech teacher training is also the incorporation of TEFL Methodology into several semesters. Also the organization of the teaching practice, incorporated in an incremental way from observations through teaching at lower secondary school up till teaching at upper secondary school throughout several semesters, should be seen as another pro of the Czech teacher training. Nevertheless, the possibility of its applicability in the other two countries, especially in Spain where the teacher training is organized according to the consecutive model, is questionable.

12 Concluding remarks

The situation in the initial teacher training in three countries, the Czech Republic, Norway and Spain, has been analysed. The main focus was on teachers of English. I have found some substantial differences in the way teachers are prepared for their profession in the three countries. Nevertheless, they have also many features in common. The questionnaires implemented at the university institutions in the three countries have verified the validity of the hypotheses defined in advance. They have also served as a valuable opinion of the groups involved in the training at the particular university institutions.

A part of the research was presented at the Meeting of Language Teachers, which took place in June 2003 in Guadalajara, Spain. A handout for the participants of my presentation can be found in the Annexes.

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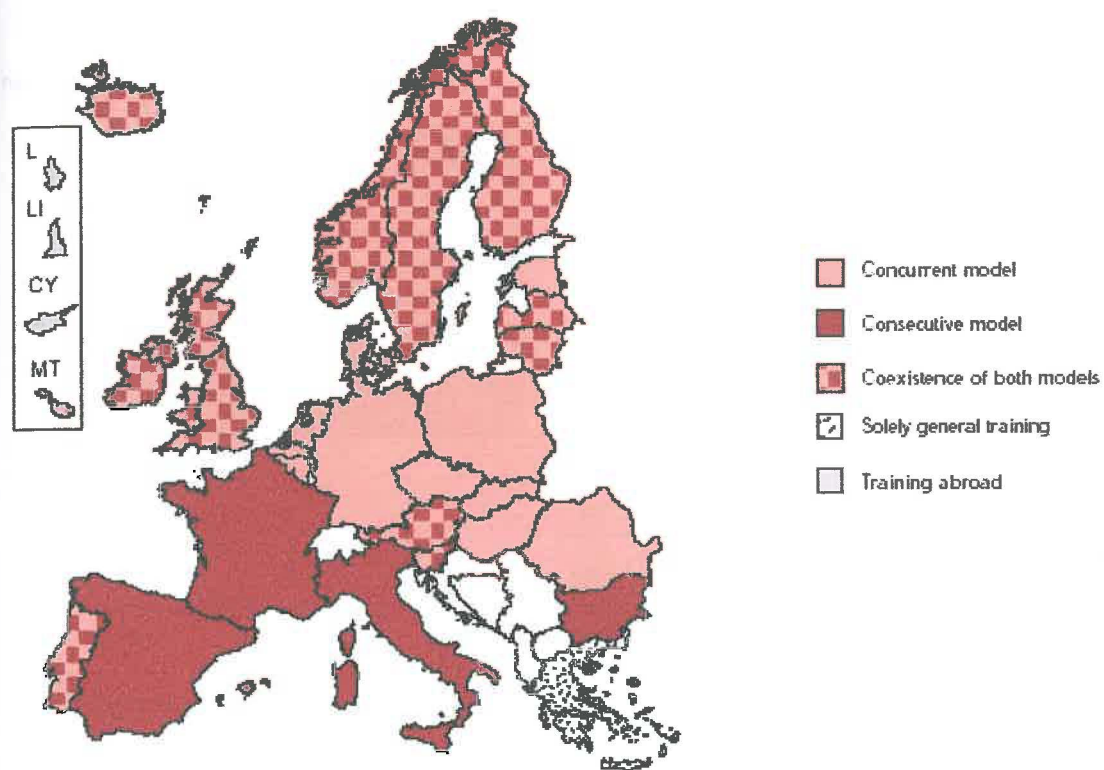
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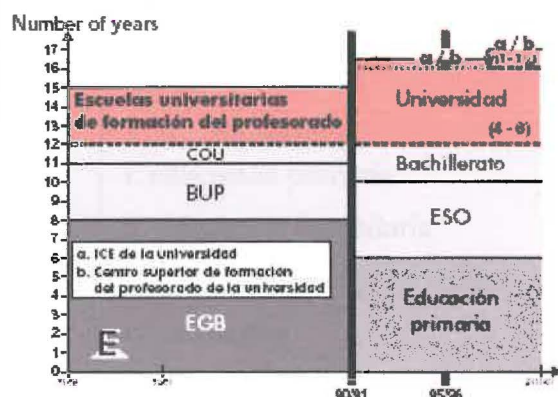
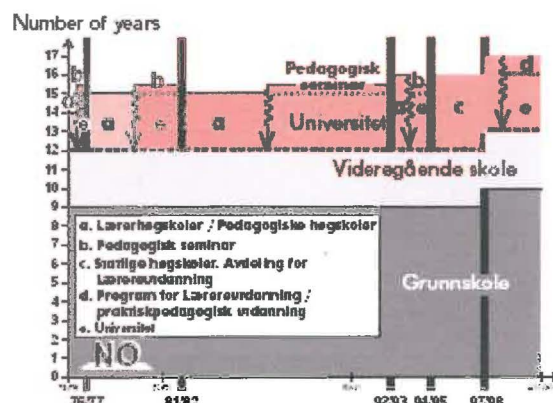
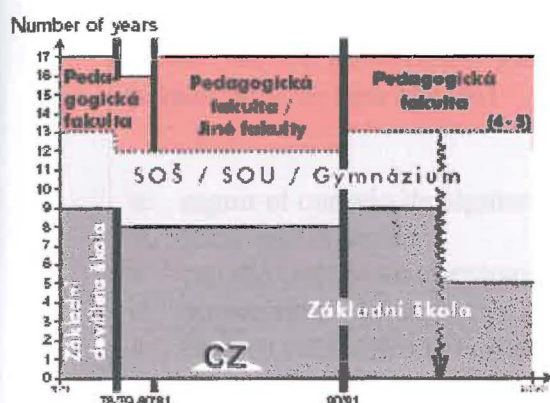
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14.1 Models of teacher training in Europe



Source: Eurydice.

14.2 Changes in the structure of initial teacher training for general lower secondary education (ISCED 2A) in the Czech Republic, Spain and Norway



Primary education	Single structure
Secondary education	ISCED 4
ISCED 5B	ISCED 5A
=== Selection at the point of entry determined by the central (or top) level	
●●● Selection at the point of entry determined by the institution	
XYZ General training only	
XYZ General and professional training	
Final qualifying phase	Choice of 2 or 3 types of training
>>> Training abroad	
Aspect(s) of the structure of training affected by the reform	
Date of the reform	

Source: Eurydice.

14.3 Questionnaire Philosophical Faculty, University of Alcalá de Henares, Spain

Esta encuesta me ayudará llevar a cabo mi trabajo de fin de carrera. Muchas gracias por tu colaboración.

1.	<p>¿Cuál fue tu motivación para el estudio de Filología Inglesa? (Puedes señalar más de una opción)</p> <p>a. seguir el consejo de alguien b. gusto por el inglés c. estudio/trabajo en el extranjero d. buenas notas del inglés en el Instituto e. fácil en comparación con otras carreras universitarias f. ninguna razón en especial, no ser admitido en otras carreras g. pensar en conseguir un trabajo con facilidad (en que trabajo estabas pensando?_____)</p>
2.	<p>Cursando los últimos cursos de la carrera (3./4.) ¿podrías señalar un sector en el que te gustaría desarrollar tu carrera profesional?</p> <p>a. Enseñanza i. educación primaria ii. educación secundaria iii. bachiller iv. academia v. clases privadas b. Traducción / interpretación c. Investigación en lingüística d. Estudios literarios e. Trabajo en una empresa f. Otros (podría indicarlo):_____.</p>
3.	<p>¿Cuál es tu motivación por desarrollar tu carrera profesional en este sector?</p> <p>a. Facilidad de encontrar un buen trabajo b. Buen sueldo y buenas condiciones c. Gusto por este sector d. Más cualificado para este sector e. Otra (¿Cuál?_____)</p>
4.	<p>Si no has indicado Enseñanza en la pregunta 2, podrías indicar la razón?</p> <p>a. No me gusta Enseñanza, mi personalidad no corresponde.</p>

	<p>b. Sí que me gusta Enseñanza pero prefiero trabajar en otros sectores.</p> <p>c. La Universidad no me ha preparado lo suficiente para la Enseñanza.</p> <p>d. Necesidad de continuar un año formándose en el Curso de Cualificación Pedagógica.</p> <p>e. La dificultad de las Oposiciones, escases de puestos en el sector público.</p> <p>f. Otras (¿Cuáles? _____)</p>
5.	¿Cómo te evaluarías a ti mismo...
	(A) en las siguientes destrezas? (5→muy bien,..., 3→normal,..., 1→muy mal)
	<p>___ reading</p> <p>___ writing</p> <p>___ listening</p> <p>___ speaking</p>
	(B) en los siguientes áreas? (5→muy bien,..., 3→normal,..., 1→muy mal)
	<p>___ grammar</p> <p>___ vocabulary</p> <p>___ pronunciation</p>
	(C) en los siguientes aspectos? (5→muy bien,..., 3→normal,..., 1→muy mal)
	<p>___ conocimiento de literatura de los países de habla inglesa</p> <p>___ conocimiento de la cultura de los países de habla inglesa</p> <p>___ conocimiento de metodología y didáctica</p> <p>___ conocimientos psico-pedagógicos</p>
6.	¿Crees que la Licenciatura debería incluir una asignatura de perfeccionamiento de la lengua inglesa, algo como por ejemplo un curso de preparación para <i>Cambridge Advanced/Proficiency Exam</i>?
	<p>a. Sí</p> <p>b. No</p>
7.	¿Has impartido algún tipo de clase a lo largo de la carrera?
	<p>a. No</p> <p>b. Si</p> <p>En caso de respuesta afirmativa podrías indicar:</p>

	¿Dónde? _____. ¿Cuánto tiempo? _____.
8.	¿Cómo consideras la importancia de las siguientes asignaturas para un futuro profesor? (5→muy alta, 4→alta ..., 3→normal,..., 1→muy baja)
	<p> <input type="checkbox"/> Fonética y fonología <input type="checkbox"/> Morfosintaxis <input type="checkbox"/> Lexicología y semántica <input type="checkbox"/> Pragmática <input type="checkbox"/> Análisis de discurso <input type="checkbox"/> Historia y cultura de los países de habla inglesa <input type="checkbox"/> Literatura inglesa y norteamericana <input type="checkbox"/> Lengua española <input type="checkbox"/> Segunda lengua y su literatura <input type="checkbox"/> Metodología de la enseñanza del inglés </p>
9.	¿Cómo consideras la base que te ha proporcionado la carrera para tu futura profesión de profesor de inglés?
	<p> a. Muy buena b. Buena c. Suficiente d. Mala e. Muy mala </p>
10.	¿ Consideras las siguientes afirmaciones como problemas en la formación del estudiante? (5→muy grave,..., 1→no es un problema)
	<p> <input type="checkbox"/> pocas clases de metodología / didáctica <input type="checkbox"/> falta de prácticas en colegios + institutos <input type="checkbox"/> falta de clases en psicología, pedagogía <input type="checkbox"/> falta de clases de tipo “organización del centro escolar” <input type="checkbox"/> falta de un programa de intercambio con países extranjeros con el fin de conocer otros sistemas educativos. </p>
11.	¿Con cuál de las siguientes frases estás más de acuerdo? La Licenciatura en Filología Inglesa debería...

	<p>a. ...proporcionar una base general de conocimientos de la lengua inglesa.</p> <p>b. ...facilitar una especialización en un sector escogido.</p>
12.	<p>Si has señalado B en la pregunta 11, ¿cómo propondrías la especialización en Enseñanza?</p>
	<p>a. La posibilidad de escoger una de estas ramas: “Especialización en literatura y cultura” o “Especialización en enseñanza”.</p> <p>a.1 Al empezar la carrera</p> <p>a.2 Al terminar el segundo curso de la carrera</p> <p>b. Ofrecer más asignaturas optativas de metodología/ didáctica, psicología, pedagogía a lo largo de la carrera (con el Prácticum en los institutos incluido).</p>
13.	<p>¿Qué sistema de la formación inicial del profesor de inglés te parece mejor?</p>
	<p>a. El existente: Licenciatura en Filología Inglesa + C.C.P. (preparación general en inglés de 4 años + 1 año de preparación intensiva de psicología, pedagogía y metodología/ didáctica)</p> <p>b. Estudiar inglés en el ámbito de las facultades de educación (5 años de preparación simultánea en inglés psicología, pedagogía y metodología/ didáctica)</p>
14.	<p>¿Has pasado una temporada superior a 3 meses en un país de habla inglesa?</p>
	<p>a. No</p> <p>b. Sí.....cuánto tiempo? _____ por cuál razón? _____</p>

14.4 Questionnaire Course of Pedagogical Qualification, University of Alcalá de Henares, Spain

Preguntas relacionadas con el "Practicum"

1.	¿Ha sido tu primera oportunidad de enseñar inglés?
1.	Finalizando la formación en C.C.P., ¿sientes que el conocimiento obtenido corresponde a tus expectativas?
	<input type="radio"/> a. Sí <input type="radio"/> b. No
2	Compara tu nivel de preparación para la enseñanza antes de empezar el curso de cualificación pedagógica y ahora.
	<input type="checkbox"/> Incomparablemente mejor <input type="checkbox"/> Mucho mejor <input type="checkbox"/> Mejor <input type="checkbox"/> No mucho mejor
3	¿Crees que es adecuada la proporción entre teoría y la práctica?
	<input type="radio"/> a. Sí <input type="radio"/> b. No
4.	¿Cómo te han aportado las siguientes asignaturas para tu futura profesión?
	<input type="checkbox"/> Didáctica del inglés. <input type="checkbox"/> Innovación y técnicas de investigación educativa <input type="checkbox"/> Evaluación en secundaria <input type="checkbox"/> El proceso de aprendizaje en el aula <input type="checkbox"/> El objeto de estudio en la educación secundaria <input type="checkbox"/> Tecnología educativa y comunicación <input type="checkbox"/> Didáctica de literatura <input type="checkbox"/> Didáctica específica de las ciencias sociales, ciencias de la tierra, etc...
5.	La cantidad de clases de la didáctica del inglés es:
	<input type="radio"/> a. Suficiente <input type="radio"/> b. Insuficiente
6.	¿Crees que la formación en C.C.P. debería incluir una asignatura para el perfeccionamiento de la lengua?
	<input type="radio"/> a. Sí <input type="radio"/> b. No
7.	¿Crees que es adecuado que el futuro profesor del inglés se forme haciendo la misma licenciatura como p.ej. un investigador literario?
	<input type="radio"/> a. Sí <input type="radio"/> b. No
8.	¿Hubieras preferido obtener una formación continua de 4-5 años especializada en la enseñanza del inglés (algo como "facultad de pedagogía") al estudiar filología inglesa + C.C.P.?
	<input type="radio"/> a. Sí <input type="radio"/> b. No

	<p>a. Sí b. No</p> <p>En caso negativo puedes contestar a las siguientes preguntas: ¿Dónde habías enseñado? _____. ¿Cuanto tiempo? _____.</p>
2.	<p>Generalmente considero el “practicum” como una experiencia:</p> <p>a. Positiva b. Negativa</p>
3.	<p>A lo largo del “practicum”, ¿ha cambiado tu actitud hacia la enseñanza del inglés?</p> <p>a. Ha mejorado b. Es igual c. Ha empeorado</p>
4.	<p>La cantidad de clases que has enseñado ha sido:</p> <p>a. demasiada b. adecuada c. insuficiente</p>
5.	<p>¿Cómo evaluarías el apoyo, interés y “feedback” recibido de tu tutor del centro escolar?</p> <p>f. Muy bien g. Bien h. Suficiente i. Mal j. Muy mal</p>
6.	<p>Evalúa qué aspectos han sido los más/menos problemáticos para ti. (5→muy problemático, ..., 1→no era ningún problema)</p> <p>___ la falta de seguridad en uno mismo, nerviosismo ___ la selección de actividades ___ la planificación de la clase ___ el uso del lenguaje adecuado ___ el tratamiento de los niños ___ el mantenimiento del orden ___ otros, ¿cuáles? _____</p>

7.	Señala por orden en que aspectos has conseguido mejorar. (1→factor más mejorado, 2...)
	<p>___ la inseguridad de uno mismo, nerviosismo.</p> <p>___ la selección de actividades</p> <p>___ la planificación de la clase</p> <p>___ el uso del lenguaje adecuado</p> <p>___ el tratamiento de los niños</p> <p>___ el mantenimiento del orden</p> <p>___ otros, ¿cuáles? _____</p>
8.	¿Cómo consideras la importancia del “practicum” para tu futura profesión de profesor del inglés?
	<p>a. Muy importante</p> <p>b. Importante</p> <p>c. Normal</p> <p>d. Poca importancia</p> <p>e. Ninguna importancia</p>

14.5 Questionnaire Faculty of Education, University of Alcalá de Henares, Spain

(this questionnaire included also questions on the teaching practice, see Annexes 4)

1.	Indica tres asignaturas que consideras más importantes con respecto a tu futura profesión:
	<p>a. _____</p> <p>b. _____</p> <p>c. _____</p>
2.	Indica tres asignaturas que consideras innecesarias con respecto tu futura profesión:

14.6 Questionnaire Faculty of Education, Østfold University College, Norway

For the students of the English Programme at the Teacher Education College in Ostfold

The results of this questionnaire should be included into the practical part of my diploma thesis, a comparison of 3 different systems of education of future teachers of English-Czech, Norwegian and Spanish.

Hopefully, completing this questionnaire will also be of some contribution to you as a student and future teacher of English because you are asked to think about your level in different areas of the English language, about the courses you attend, about your motivation and plans for your future profession, etc.

Thank you very much for your collaboration.

This questionnaire is anonymous.

A. General questions

0.	Which English Programme are you attending?
	a. 60 point b. 30 point
1.	Which part of your studies at the Teacher Education College (T.E.C.) does the English Programme form for you?
	a. the first (I plan to continue at this T.E.C. for 3 more years) b. the last (I have already finished the 3-year programme at T.E.C.) c. the first and the last (I only intend to finish the English Programme)
2.	What was your initial motivation to choose Teacher Education College?
	a. the wish to become a teacher b. easy in comparison with other university careers c. the most suitable for me within the Østfold region d. easy to be admitted e. other (which? _____)
3.	Why have you chosen English as your specialization?
	a. the like of English b. English is in a greater demand by schools than some other subject c. the possibility to use English also in some other areas (not only teaching) d. studies/work abroad e. no special motivation f. other reason/s (which? _____)

4.	Do you plan to go on studying E. in some other university programme?
	a. no b. yes (where? _____ why? _____)

B. Questions related to your out-of school activities related to English and your self-evaluation in different areas of English language.

5.	Have you spent a period superior to 3 months living in an English speaking country?
	k. no l. yes for which reason? _____

6.	How often do you do these out-of school activities related to English?																																										
	<table border="1"> <thead> <tr> <th></th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td>Reading books</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing letters/e-mails</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Speaking to foreigners</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Listening to radio</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Watching TV, films</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Others (? _____)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>4 or more 1-3 2-3 once less than times/w. times/w. times/m. a month 1 a month</p>		5	4	3	2	1	Reading books						Writing letters/e-mails						Speaking to foreigners						Listening to radio						Watching TV, films						Others (? _____)					
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7.	How would you evaluate yourself... (5-very good....1-very bad)																														
	(A) in the following skills?																														
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	5	4	3	2	1																										
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(B) in the following areas of language?					
	5	4	3	2	1
Grammar					
Vocabulary					
Pronunciation					

(C) in the knowledge of the following areas?					
	5	4	3	2	1
Literature					
Culture (incl.history)					
Didactics and methods					
Pedagogy + psychology					

C. Questions connected with your studies at the Teacher Education College, specifically the English Programme.

8.	<p>In your opinion, which distribution of “academic knowledge” versus “practical knowledge” (necessary for the actual teaching) is there in the English Programme?</p>
	<p>“academic knowledge” _____% : “practical knowledge” _____%</p> <p>Do you think this distribution is adequate?</p> <p>a. yes</p> <p>b. no.....What would be the ideal amounts? “a.k.” ___% : “p.k.” ___%</p>
9.	<p>Do you think any of the courses (subjects) in the English Programme should be studied into more depth?</p>
	<p>Course/s: _____</p> <p><i>Could you suggest which subject matter (topic/s) might be beneficial to add into the curriculum (study plan) of this subject/ these courses?</i></p> <p>_____</p>

10.	Do you think any of the courses is studied in too much depth?
	<p>Course/s: _____</p> <p><i>Could you state which topic/s might be beneficial to remove from the curriculum (possibly replacing them by the above mentioned)?</i></p> <p>_____</p> <p>_____</p> <p>_____</p>
11.	Do you think some other course/s should be added into the Programme? If so, which course would you suggest?
	<p>Course/s: _____</p> <p>Should a practical language course (something like course of preparation for Cambridge Advanced Exam or Cambridge Proficiency Exam) be part of the English Programme? Yes-No</p>
12.	If you could make some changes in the system of teacher education (3 years+ 1 year specialization) what would you do?

D. Questions related to teaching

13.	On which educational level would you like to teach?
	<p>c. lower primary</p> <p>d. higher primary</p> <p>e. lower secondary</p> <p>f. higher secondary</p> <p>g. language school</p> <p>h. I do not plan to teach</p> <p>Why? _____</p>

14.	Apart from the obligatory teaching practice, have you obtained any experience teaching English?				
	a. no b. yes				
	Year	Length of teaching	Lessons per week	Type of school	Number, Age of students
					,
					,
					“ ,
15.	Do you think the length of the obligatory teaching practice (3 weeks) is adequate?				
	a. yes b. no.....How long should it be? _____				
16.	How do you consider the basis provided by English language studies at philosophical faculty for a future teacher of English? (make a tick in one)				
	Very good	Good	Sufficient	Bad	Very bad
17.	Could you explain briefly how see the present situation as concerns getting a job as an (English) teacher? How much would you be willing to move in order to find a job? Would you extend your education if necessary?				
	This space is left free for any additional comments y ou might have.				

Thank you very much once again for your collaboration and your patience ☺ and I wish you good luck in your studies.

14.7 Questionnaire Faculty of Education, Charles University, Prague, Czech Republic

The results of this questionnaire should be included into the research part of my degree work, a comparison of 3 systems of training prospective teachers of English- Czech, Norwegian and Spanish.

Hopefully, completing this questionnaire will also be of some contribution to you as a student and prospective teacher of English because you are asked to think about your level in different areas of the English language, the courses you have attended, your motivation and plans for your future profession, etc.

Thank you very much for your collaboration.

Note: This questionnaire is anonymous.

A. General questions

1.	What was your initial motivation to choose the Teacher Education Faculty? (More than one answer can be selected.)																					
	<ul style="list-style-type: none"> f. The wish to become a teacher g. Easy in comparison with other university careers h. No special reason, I wasn't sure what to study. i. Easy to be admitted j. Other (which? _____) 																					
2.	Why have you chosen English as your specialization? (More than one answer can be selected.)																					
	<ul style="list-style-type: none"> g. The like of English h. Good grades in English at the secondary school. i. The possibility to use English also in some other areas (not only teaching) j. Studies/work abroad k. No special motivation l. Other reason/s (which? _____) 																					
3.	In which sector would you like to realize your professional career?																					
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 60%;"></th><th style="width: 20%;">In the 1st year</th><th style="width: 20%;">Now</th></tr> <tr> <td>Teaching</td><td></td><td></td></tr> <tr> <td>Traduction/ Interpretation</td><td></td><td></td></tr> <tr> <td>Investigation in linguistics</td><td></td><td></td></tr> <tr> <td>Investigation in literature</td><td></td><td></td></tr> <tr> <td>Working in a foreign company</td><td></td><td></td></tr> <tr> <td>Other (Which one? _____)</td><td></td><td></td></tr> </table>		In the 1 st year	Now	Teaching			Traduction/ Interpretation			Investigation in linguistics			Investigation in literature			Working in a foreign company			Other (Which one? _____)		
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4.	If you did not choose "Teaching" in the previous question, could you state the reason?
	c. I don't like teaching; my personality does not correspond. d. I do like teaching but I prefer to work in other sectors. e. The university has not prepared me enough for teaching. f. Teaching is not financially interesting. g. Other reason (Which one? _____)

B. Questions concerning your out-of-school activities related to English and your self-assessment in different areas of the English language.

5.	Have you spent a period superior to 3 months living in an English speaking country?																																										
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	(B) In the following aspects of the language system?																																		
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C. Questions related to your studies at the Teacher Education Faculty, mainly the English Program.

8.	In your opinion, which proportion of “academic knowledge” versus “teaching skills” (knowledge you make use of when teaching) is there in the English Program?
	<p>Academic knowledge: _____% : Teaching skills: _____%</p> <p>Do you think this proportion is adequate?</p> <p>a. Yes</p> <p>b. No....What would be the ideal proportion? A.k.____% : T.s.____%</p>
9.	Consider the importance-in general-of the following courses for a future teacher of English. (5-very important.... 1-of very little importance)

		5	4	3	2	1
	Phonetics and phonology					
	Morphology					
	Syntax					
	Lexicology					
	Text linguistics					
	History and culture of English speak. countries					
	Literature of English speaking countries					
	Czech language					
	2 nd foreign language					
	Didactics and methods					
	Psychology and pedagogy					
10.	Evaluate the common core courses (psychology, pedagogy... všechny předměty společného základu). (5-very good.... 1- very bad)					
		5	4	3	2	1
	The academic knowledge provided					
	Knowledge connected to the actual teaching					
	<p>Comment briefly on these courses and their relation to your subject studies, if you like to.</p>					
11.	Think about the English courses you studied at the Faculty. I. How much were they helpful to you as a student of English? II. How much were they helpful to you as a future teacher of English?					

III. Were these courses studied in adequate depth?

Any additional comments and opinions of these courses are much

I.cyklos	I. 5-very helpful, 1- not helpful at all	II. 5-very helpful, 1- not helpful at all	III. 5-too much 3-adequate 1-too little
Úvod do jazyka	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Fonetika a fonologie AJ I a II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Morfologie AJ I a II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Lexikologie AJ	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Syntax AJ I a II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Úvod do literatury	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Dějiny Británie a USA I a II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Anglická literatura	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Anglická a britská literatura I a II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Americká literatura I a II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Jazykový seminář I až VI	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Didaktika AJ I a II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Průběžná naslechová praxe I a II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
II.cyklos			
Textová lingvistika I a II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Překlad I a II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Vybrané kapitoly z lingvistiky	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Didaktika AJ, Tech. výuky I, II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Didaktika AJ, Met. výuky I a II	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Didaktika AJ, Aktuální otázky	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Průběžná naslechová praxe	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Souvislá výuková praxe na ZŠ	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Souvislá výuková praxe na SŠ	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Volitelné předměty (uved')			
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

welcome:

12. Consider whether the hour allotment (hodinová dotace) is sufficient for the

	following courses and note down which hour allotment would be the ideal?																
	Didactics courses:																
		<table border="1"> <thead> <tr> <th></th><th>Sufficient</th><th>Ideally</th></tr> </thead> <tbody> <tr> <td>Didaktika AJ I a II- 3.ročník (13+13hod.)</td><td>Yes-No</td><td></td></tr> <tr> <td>Didaktika AJ, Techniky výuky I, II- 4.ročník (26+18 hod.)</td><td>Yes-No</td><td></td></tr> <tr> <td>Didaktika AJ, Metody výuky I a II- 4.ročník (13+9 hod.)</td><td>Yes-No</td><td></td></tr> <tr> <td>Didaktika AJ, Aktuální otázky- 5.ročník (18 hod.)</td><td>Yes-No</td><td></td></tr> </tbody> </table>		Sufficient	Ideally	Didaktika AJ I a II- 3.ročník (13+13hod.)	Yes-No		Didaktika AJ, Techniky výuky I, II- 4.ročník (26+18 hod.)	Yes-No		Didaktika AJ, Metody výuky I a II- 4.ročník (13+9 hod.)	Yes-No		Didaktika AJ, Aktuální otázky- 5.ročník (18 hod.)	Yes-No	
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Didaktika AJ, Metody výuky I a II- 4.ročník (13+9 hod.)	Yes-No																
Didaktika AJ, Aktuální otázky- 5.ročník (18 hod.)	Yes-No																
	<p>If you think the hour allotment of these courses is insufficient, could you suggest any possible changes that could be done in the current study plan to tackle this problem? (E.g.: less hours of course of...)</p>																
	Teaching practice:																
		<table border="1"> <thead> <tr> <th></th><th>Sufficient</th><th>ideally</th></tr> </thead> <tbody> <tr> <td>Průběžná naslechová praxe I a II- 3. ročník (1+1 den)</td><td>Yes-No</td><td></td></tr> <tr> <td>Průběžná naslechová praxe- 4.ročník</td><td>Yes-No</td><td></td></tr> <tr> <td>Souvislá výuková praxe na ZŠ- 2 týdny</td><td>Yes-No</td><td></td></tr> <tr> <td>Souvislá výuková praxe na SŠ- 2 týdny</td><td>Yes-No</td><td></td></tr> </tbody> </table>		Sufficient	ideally	Průběžná naslechová praxe I a II- 3. ročník (1+1 den)	Yes-No		Průběžná naslechová praxe- 4.ročník	Yes-No		Souvislá výuková praxe na ZŠ- 2 týdny	Yes-No		Souvislá výuková praxe na SŠ- 2 týdny	Yes-No	
	Sufficient	ideally															
Průběžná naslechová praxe I a II- 3. ročník (1+1 den)	Yes-No																
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Souvislá výuková praxe na ZŠ- 2 týdny	Yes-No																
Souvislá výuková praxe na SŠ- 2 týdny	Yes-No																
	<p>If you consider the extent of the teaching practice as insufficient, could you suggest any ways of dealing with this problem?</p>																
13.	<p>Assess the progress you have made in the following skills and aspects of the language system while studying at the Faculty. (5-very big progress, 4-big progress, 3- slight progress, 2- no progress at all, 1-slight worsening)</p>																

		5	4	3	2	1
	Reading					
	Writing					
	Speaking					
	Listening					
	Teaching skills					
	Grammar					
	Vocabulary					
	Pronunciation					
14.	Could you state 3 positive aspects, things you really appreciated in your study of English at the Faculty?					
	1. 2. 3.					
15.	Could you state 3 negative aspects, things you were the most dissatisfied with in your study of English at the Faculty?					
	1. 2. 3.					
16.	If you could make 3 changes in the whole study of English at the Faculty, what would you do?					
	1. 2.					

	3.										
17.	Consider the background provided by the English language studies at the Teacher Education Faculty for a future teacher.										
	<table border="1"> <tr> <td>Very good</td><td>Good</td><td>Sufficient</td><td>Bad</td><td>Very bad</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	Very good	Good	Sufficient	Bad	Very bad					
Very good	Good	Sufficient	Bad	Very bad							
18.	Has the study of English at the Faculty come up to your expectations? Could you comment briefly on what you expected and whether these expectations have been met?										
19.	If you could go 5 years back in your life, would you choose the English Program at the Teacher Education Faculty again?										
	a. yes b. no Why? _____ What would you study instead? _____										
20.	Compare the English studies to the studies of your second subject. What is better/ worse? Please, state the subject.										
21.	Which of the following types of teacher education do you consider better?										
	A. Concurrent type- studies of subject (English) and pedagogy+ didactics are integrated (in our country) B. Consecutive type- subject-matter part first and pedagogical+ didactics part afterwards										

	WHY? _____
--	-------------------

D. Questions related to teaching

22.	On which educational level would you like to teach? i. Primary (6-10) j. Lower secondary (11-15) k. Upper secondary (16-19) l. Language school m. Private lessons n. I do not plan to teach o. Other (Which? _____) Why? _____																																			
23.	Apart from the compulsory teaching practice, have you obtained any experience teaching English? c. no d. yes <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 20%;">Educational level (see 22)</th> <th style="width: 15%;">Lessons per week</th> <th style="width: 15%;">Number, Age of students</th> <th style="width: 35%;">Notes</th> </tr> </thead> <tbody> <tr> <td>Before university</td> <td></td> <td></td> <td style="text-align: center;">,</td> <td></td> </tr> <tr> <td>I.</td> <td></td> <td></td> <td style="text-align: center;">,</td> <td></td> </tr> <tr> <td>II.</td> <td></td> <td></td> <td style="text-align: center;">,</td> <td></td> </tr> <tr> <td>III.</td> <td></td> <td></td> <td style="text-align: center;">,</td> <td></td> </tr> <tr> <td>IV.</td> <td></td> <td></td> <td style="text-align: center;">,</td> <td></td> </tr> <tr> <td>V.</td> <td></td> <td></td> <td style="text-align: center;">,</td> <td></td> </tr> </tbody> </table>	Year	Educational level (see 22)	Lessons per week	Number, Age of students	Notes	Before university			,		I.			,		II.			,		III.			,		IV.			,		V.			,	
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V.			,																																	
23.	Could you explain briefly how you see the present situation as concerns getting a job as a (English) teacher? Describe briefly the prospects you have.																																			

24.	This space is left free for any additional comments you might have. Here you can develop your points.

Ještě jednou Vám děkuji za spolupráci a za trpělivost při vyplňování ☺ a přeji Vám hodně zdraru při práci na Vašich diplomkách!

**14.8 List of answers to the open questions in the “Czech questionnaire”
(see Annexes 7)**

Positive aspects:

Socrates programme

- Possibility to travel abroad
- Possibility to participate in Socrates programme

- The possibility to study abroad (Socrates)
- Socrates stay

Academic skills/ background

- Improving academic skills (some) and getting new information.
- Good academic background.
- Academic approach
- The academic level
- I learnt to for information (or material I need)

Linguistics and Literature

- Showing us different areas of the language
- Getting to know more about the literature and scientific background.
- Knowledge of E+Am. literature
- Literature 2*
- Interesting linguistic subjects (Lex, TeLi, VKLi)
- Linguistic disciplines in depth
- Grammar

Teachers

- Approach of some professors
- Attitude to students
- Some teachers
- Some excellent teachers
- Lots of nice teachers (with bad exceptions)

Methodology/ teacher training

- Good methodology and British literature
- Very good methodology courses at the English department.
- Quite good methodological preparation (considering the hour allotement)
- English methodology
- Voluntary methodology
- Good teaching methods lessons
- Fantastic didactic lessons
- I am well prepared for teaching.
- Good preparation-teacher
- Skilled at teaching
- Preparing for the job of teacher
- Learning the teaching methodology

- Things that I've learned (the didactic part really)
- Teaching practice 2*
- Motivating to teach
- Organizing all knowledge and skills about teaching L2.
- I prepared sufficiently for teaching.

Meeting interesting people

- I met interesting people. 2*
- Meeting interesting, nice people (mostly students but also teachers)
- People
- It has broadened my views.
- It seems that the department is interested in improving itself.

Progress in English

- I learnt a lot of English.
- I improved my English.
- I improved my English a lot.
- Better knowledge of English.
- I made slight progress.

Other subjects

- Lots of optional subjects
- Language courses
- Gender studies
- Phonetics and phonology
- Pronunciation (our Plavka ☺)

Others

- Lots of writing practice
- Some useful skills I learnt
- Opportunity to be taught by native speakers.
- -All the subjects are taught in English.
- Discussion
- Possibility to practice the language
- Still perhaps the most "Practical" of all the faculties where languages play an important role
- Less pressure (study concerned) than on other schools
- Knowledge and confidence gained.
- That it's for free

- Atmosphere
- The environment at the English department.
- Resource center

Negative aspects:

Equipment of the faculty

- Insufficient equipment
- The equipment at the faculty
- Some classrooms are not very well equipped by comfortable furniture and lighting.
- Bad lighting of rooms.
- No equipment, horrible bathrooms.

Teachers

- Approach of some professors 2x
- Attitude of some teachers/lecturers to students
- Some teachers
- Some teachers not well qualified, personal animosities.
- "Enthusiasm" of teachers
- Some teachers influenced negatively the subjects they taught- it didn't bring a lot

Too much linguistics

- Too much focus on linguistic disciplines
- Too much linguistics (unimportant)
- Too much focus on linguistics
- Stress put mainly on linguistic categories
- Greater proportion of linguistic disciplines over the didactic ones

Comprehensive exam

- "Souborná zkouška" was too difficult; I was not prepared for some parts of it from the previous courses.
- "Souborná zkouška"

Other courses

- I didn't like "Jazykový seminar", it didn't have any structure ("Překlad" was the same)
- I didn't like the structure of "Jazykový seminář", I didn't benefit much from it. I didn't like "překlad", I didn't benefit from it as well.
- Lectures of English literature
- -Low level of some subjects, some teachers cannot teach what they teach.
- Lack of information
- Content of some subjects

- Not enough information
- Not enough resources (but it is not so bad)
- Insufficient resource center
- Phonetics, phonology...(lidi, kteří učili)
- Introduction to Language, Syntax...(lidi, kteří učili)
- Překlad...(lidi, kteří učili)
- Not enough methodology
- Not enough optional subjects
- Focus on subjects, which I don't consider important for future teachers

Too much theory

- Too much theory
- Only theory, not practice mostly
- Very little practical English
- Disproportion between theory and practice 2x
- More theory than practice
- Too much theory
- Irrelevance of some information in respect to teaching
- Some subjects are too theoretical or irrelevant.

Insufficiency of teaching practice

- Not enough teaching practice
- Lack of teaching practice

Use of English, speaking

- Very little chance to speak at the seminars
- Very little speaking
- Not enough speaking, no care about pronunciation in later years
- Subjects you make almost no use of in the future
- Studying abstract things at the expense of one's active English usage
- Worsening of my English language skills
- Not too many practical skills taught

Others:

- Law allotment of some key subjects
- Sometimes only 2 terms for a credit
- "SOZ" was too difficult, I wasn't prepared well enough
- Lack of contact with native speaking environment
- Lack of socialization and personal involvement

- Lack of group work, collaboration
- Not much individual work
- Not developing academic skills
- Useless seminar works
- Some useless lessons (teachers spoil the lessons completely)
- Few “creative” courses (i.e. writing)
- Too little freedom in choice of subjects
- Lustration
- Indifference
- Support
- Course registration
- Schedule
- Atmosphere
- No organized social events for the Ss (no meetings with teachers)

Suggested changes:

- Way of examining (comprehensive exam+ state exam)
- No comprehensive exam
- Too many students fail of some exams, so the department should reconsider if some requirements are adequate.
- I would change the entrance exams.
- Different entrance exams (should include psychological tests, too!)
- I would give more opportunities to rewrite tests on text linguistics
- I would put less stress on some subjects.
- I would give more hours for lectures in literature, morphology and lexicology
- Change content of some subjects.
- Put more stress on practical language.
- More practice- teaching practice
- More teaching practice- connect it to the theory of teaching (classes of analysis)
- Different approach to morphology and syntax
- *Více náslechu* a teaching practice from the second year
- More methodology 4x
- More didactics into all the courses
- Less theory on linguistics (text linguistics, semantics)
- Less text linguistics
- Less linguistics, more didactics and general English.
- Less theory
- Make it more practical.

- No psycho games
- I can't say in few words.
- Only three changes would not help. The whole system of teaches' preparation should be changed.
- Change of teachers or change of methods of some of them.
- I would not make to early seminars as at 7.15 in the morning.

Expectations:

- It does not fulfill my expectations.
- Not really. May be I was badly informed before entering the university. My English hasn't improved much.
- no.
- I didn't know what to expect. I didn't expect to have too much mathematics at the department of mathematics. I expected more methodology in mathematics and English (English was o.k. but math was terrible)
- I expected less stress, more practical language and nicer colleagues- I don't know many of them in the 5th year.
- I didn't know what will go on.
- Partly. I expected to be more trained at standard language skills and didactical skills, I think linguistics was focused slightly more than would be necessary.
- I expected more methodology and practical language
- In comparison with abroad I would prefer wider contact with abroad and the support of the Faculty.
- They have been met to a certain extent.
- Not really but it is more linked with the system of the whole faculty> too many things, no depth
- I expected what I was offered and given.
- No, I expected to be able to use –speak, write- English
- I believe my English has worsen a bit, however, I feel more confident as far as teaching is concerned.
- Majority of my expectations have been met, I feel I have become a teacher. I like teaching people, that's what I wanted
- To be honest I didn't have some concrete expectations but in general I think I expected more focus on methodology
- I was disappointed with some of the teachers, lack of modern teaching materials- video, TV, data-projectors.
- I think that these studies are closer to the philosophical faculty. We are supposed to be teachers, not linguists. And in this my expectations have not been met.
- Partly
- I didn't know what I was going into, so I realized what it's about in my 1st year.
- Unfortunately my secondary school was more "university-based" like than the whole Faculty of Education.

- I think study here come up with my expectations.
- I did not expect this faculty to be so demanding and theoretical but in the end I didn't mind it and it enriched me in another aspects. My English has improved yet it could certainly be even better if the hour allotment of practical language was different.
- I did not know really what to expect (except of the didactic part, of course), I am quite satisfied.
- I didn't know what I could expect. May be I imagined something more practical, I expected greater improvement of language as such but as far as the academic knowledge is concerned I'm satisfied.

Second subject:

Physical education

- English is better-the way of teaching; the programme is better worked out.
- Background worse, no subjects to choose
- Difficult to compare. The contribution of the individual subjects was mainly dependent on the teachers who taught them in my both majors. The main problem (in both English and p.e.) is the whole system of organization of the study and the disproportion between theory and practice (even though there is more than twice more hours of teaching practice in p.e.)

German

- is worse or the worst of all subjects at this faculty.
- English department is friendlier and I like it more but English is also much more theoretical than German.
- English + than German
- English is much better than German here in everything

Mathematics

- English is better than mathematics (we had terrible methodology in math.)
- Worse methodology of math.
- Better- didactics, worse- general atmosphere

Czech

- is much worse
- The background, the attitude to the students is much worse I must say.
- Czech is as bad as English. The only difference is that there is no need to study the language itself because it's my mother tongue.
- Methodology is better.

Music

- English is better much better than Music, it (English) helped me in a way in my teaching English
- Music was even worse than English

- The same problems with the same type of people
- It's both full of linguistics, grammar
- Better, more demanding (adequate to university studies)
- Methodology is better

French

- English is much tougher, there is no doubt about it, I enjoy French (studying French at the French department) for its "laid-back" style
- French-much worse

Russian

- More pleasant atmosphere, teachers are more helpful.
- Teachers at Russian department are stricter.
- English is certainly better in all aspects. The attitude in Russian department is different, we are not expected to be fluent in Russian, it is much easier. It is generally known that English and Czech department belong to the most demanding ones. The level of departments at this faculty cannot be compared -> many people have the impression it is very easy faculty, everybody can get the diploma here; not true of English department

14.9 Handout for the participants of the presentation on *Initial Teacher Training at the University of Alcalá de Henares* at the Language Teachers' Meeting, 25-27.6.2003, Guadalajara, Spain

FORMACIÓN INICIAL DEL PROFESORADO DE INGLÉS EN LA UNIVERSIDAD DE ALCALÁ DE HENARES

Helena Kocourková
Estudiante Erasmus, U.A.H.
helkoc@seznam.cz

Objetivos

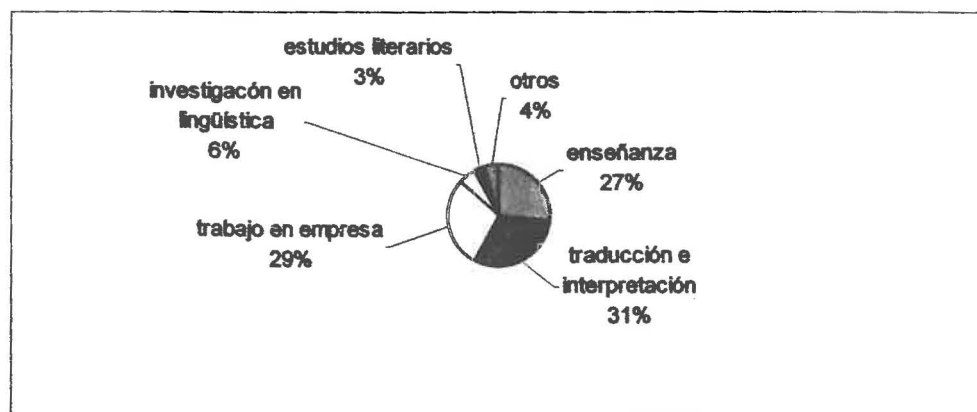
- Estudiar el interés por la enseñanza de los alumnos de Filología Inglesa
- Investigar la correspondencia del plan de estudio de la Licenciatura de Filología Inglesa con el objetivo de la formación de un posible futuro docente
- Estudiar el nivel de preparación de los alumnos de Filología Inglesa en diferentes aspectos
- Estudiar la contribución del Prácticum para la futura profesión de los estudiantes de la E.U.M y el C.C.P.
- Investigar la relevancia del plan de estudio de la E.U.M. y el C.C.P. para la profesión de profesor/a de inglés

Herramienta y participantes

3 series de encuestas (mayo 2003) *

- 50 estudiantes de 3º y 4º de “Filología Inglesa”
- 20 estudiantes de 3º de “Magisterio”
- 6 estudiantes de C.C.P.
 1. Autoevaluación
 2. Evaluación de los cursos
 3. Evaluación de los planes de estudio en general
 4. Evaluación del Prácticum

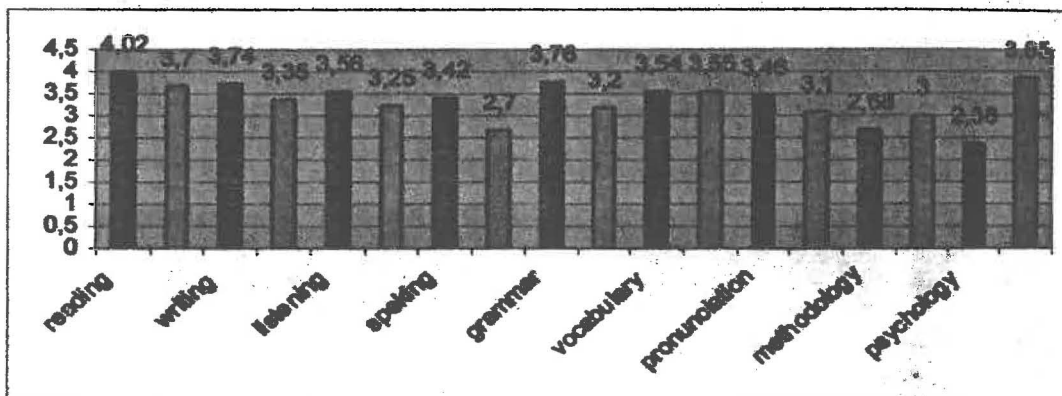
Resultados



* Si desean más información sobre las encuestas realizadas solo deben remitirme un e-mail y muy gustosamente se las remitiré.

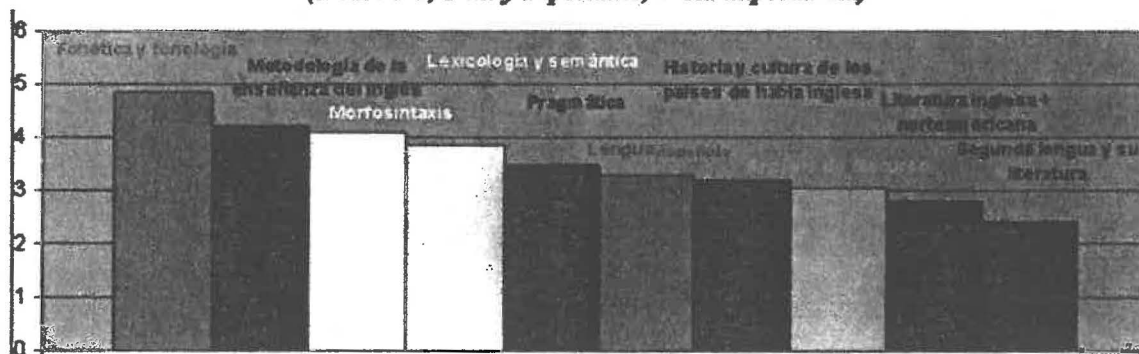
2- Autoevaluación de los estudiantes de "Filología Inglesa" y "Magisterio"

(escala 5-1; 5-muy bien, 1-muy mal)

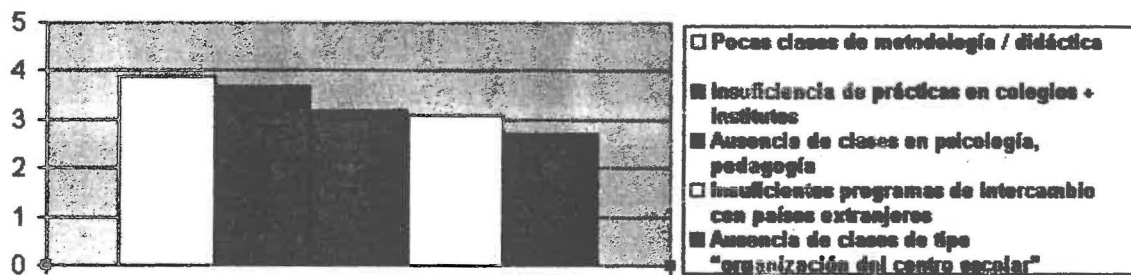


3-Importancia de las asignaturas para un futuro profesor de inglés

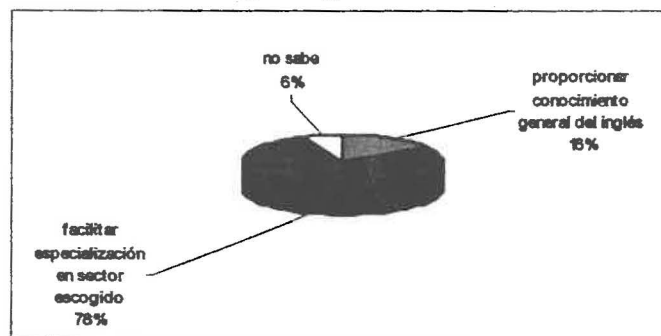
(escala 5-1; 5-muy importante, 1- sin importancia)



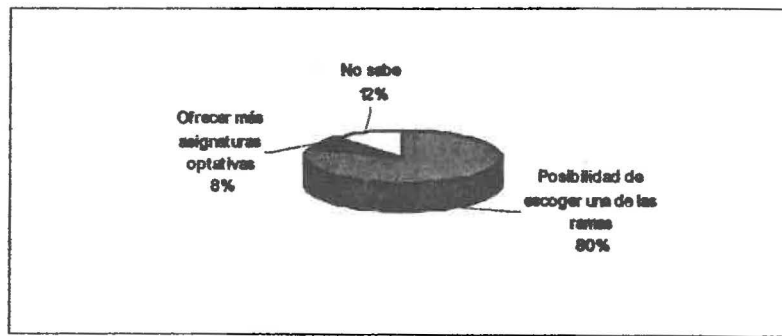
4- Problemas de la formación (escala 5-1, 5-problema muy grave)



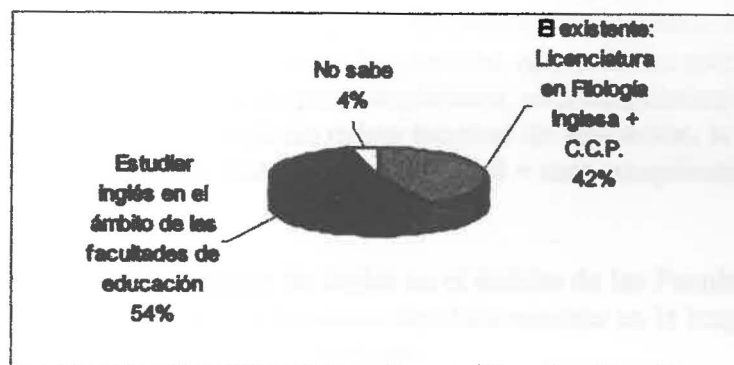
5- Filología Inglesa debería...



6- ¿Cómo facilitar una especialización?



7-¿Qué sistema de preparación de un futuro profesor de inglés te parece mejor?



Conclusiones

- 27% de los estudiantes de filología inglesa se quieren dedicar a la enseñanza
- Los estudiantes de filología inglesa se sienten más fuertes en "reading" y "grammar" y evalúan muy bien sus conocimientos de la literatura inglesa+ N.A.
- Los estudiantes de filología inglesa se sienten menos fuertes en "speaking" y "pronunciation" y consideran que no tienen suficiente base psicopedagógica y didáctica
- Los estudiantes de filología inglesa consideran como problemas en la formación de un futuro profesor:
 - Pocas clases de metodología
 - Ausencia del prácticum
 - Ausencia de clases de psicología y pedagogía
- Los estudiantes de E.U.M. y C.C.P. consideran el prácticum como muy importante para su futura profesión
- Los estudiantes de C.C.P. están descontentos con:
 - una gran parte de las asignaturas
 - la irrelevancia entre la teoría y práctica
- Más de ¾ de los estudiantes de la filología inglesa preferirían escoger una especialización dentro de la carrera
 - en una gran mayoría al terminar el 1.ciclo
- Más de ½ de los estudiantes de filología inglesa opina que un futuro profesor de inglés se debería formar simultáneamente en inglés y todos los aspectos relacionados con la enseñanza

Propuestas

1. Especialización en un área escogida:

- El primer ciclo de la Filología Inglesa- asignaturas obligatorias en común para todos
- El segundo ciclo- posibilidad de escoger una rama:
 - Lingüística y traducción/interpretación
 - Literatura, historia y cultura
 - Enseñanza

2. Especialización a través de un número más grande de asignaturas optativas:

Ofrecer más asignaturas optativas a través de toda la carrera (incluyendo asignaturas que aportan una base psicopedagógica)

- Problema: Necesidad de ampliar el profesorado del departamento

3. Convenio entre Facultades de Filosofía y Letras con Facultades de Educación- estudiar psicología, pedagogía, sociología en las Facultades de Educación

- Éstas deberían incorporar asignaturas, aparte de las existentes, más aplicadas a la lengua (psicolingüística, sociolingüística)
- Problema: En Alcalá no existe facultad de educación, la colaboración con otras universidades un poco difícil + más complicaciones para los estudiantes

4. Crear Licenciatura de Enseñanza de Inglés en el ámbito de las Facultades de Educación y así formar los futuros docentes simultáneamente en la lengua inglesa y todos los aspectos necesarios para la enseñanza